

Ventura County Office of Education
BRIDGES Charter

June 6, 2013

Comprehensive School Safety Plan

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I. Assessment of Current Status

School Description and Profile:

Mission

Our mission is to educate the whole child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

Vision

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the whole child, whereby the individual student is challenged, engaged, supported, healthy and safe.

Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas they determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget), which details how people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally.

In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.

Summary of School Crime Data:

Other Data:

Summary of Data

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

Goal Statement

Objective #1

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals?

Goal Statement

Objective #1

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

Objective #2 (optional)

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

IV. Procedures for Complying With Existing School Safety Laws

Child Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a ‘reasonable suspicion’ that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child’s parents. In fact, if a child is released to a peace officer or a child protective agent, the reporter shall not notify the parent as required in other instances of removal.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Disaster Procedures

IV. Procedures for Complying With Existing School Safety Laws (continued)

Suspension, Expulsion, or Mandatory Expulsion Procedures

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1. "Board" means governing body of the Charter School.
2. "Expulsion" means disenrollment from the Charter School.
3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:

- a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Director to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other Representative.
 6. "School" means the Charter School.

DISCIPLINE (Education Code, Sections 48900-48926)

A pupil will be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school
- (3) During the lunch period, whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

CAUSES FOR MANDATORY HOME SUSPENSION ON FIRST OFFENSE

DEPENDING ON THE SERIOUSNESS OF THE ACT AND THE STUDENT'S EDUCATIONAL HISTORY, THE STUDENT MAY BE RECOMMENDED FOR AN ALTERNATIVE EDUCATION PLACEMENT OR EXPELLED ON THE FIRST OR SUCCEEDING OFFENSES.

POSSESSING, USING, OR BEING UNDER THE INFLUENCE OF AN ALCOHOLIC BEVERAGE OR INTOXICANT OF ANY KIND. Possessing not more than one ounce of marijuana. Using or being under the influence of marijuana or any controlled substance (as defined in Section 11053 of the Health and Safety Code) (E.C. 48915 and E.C. 48900(c))

1st Offense (marijuana/alcohol): Five (5) day suspension and notification of appropriate law enforcement agency Pupil may be assigned to substance abuse counseling program. Expulsion/Danger Hearing may be required, if program is violated or student will be referred to 2nd offense step.

2nd Offense (marijuana/alcohol): Five (5) day suspension. Mandatory enrollment in substance abuse program.

3rd Offense (marijuana/alcohol): Five (5) day suspension and mandatory recommendation for expulsion. Appropriate referral to counseling.

Note: Student will be excluded from extra-curricular activities for forty school days.

Note: Students appearing at school functions and having consumed or having in their possession alcoholic beverages or drugs may be handled by police action (Penal Code Section 647) (Health and Safety Code Section 11550)

Note: Students who voluntarily seek assistance for substance abuse will not suffer academic consequences; however, extra-curricular activity eligibility will follow CIF regulations. A student who asks for help in order to avoid possible expulsion or transfer to an alternative site will not be allowed. The assistance being sought must be legitimate as determined by a site administrator, by a Danger Hearing Panel, or administrative Hearing Panel.

Note: Administrative Panel Hearing may alter recommendation based on evidence and procedural requirements (E.C. 48915). School Board may alter recommendations based on evidence and procedural requirements (E.C. 48915).

UNLAWFULLY POSSESSING OR UNLAWFULLY OFFERING, ARRANGING, OR NEGOTIATING TO SELL ANY DRUG PARAPHERNALIA, as defined in Section 11014.5 of the Health and Safety Code (E.C. 48900(j))

1st Offense: Five (5) day suspension and notification of appropriate law enforcement agency. Referral to appropriate counseling services. CIF sanctions will be applicable.

Note: If the student completes district-approved intervention program ineligibility for extra-curricular activities would then be reduced to ten (10) school weeks to five (5) school weeks.

2nd Offense: Five (5) day suspension, transfer to alternative education site, notification of appropriate law enforcement agency. Referral to appropriate counseling.

3rd Offense: Five (5) day suspension, recommendation for expulsion and notification of law enforcement agency.

Note: Student will be excluded from extra-curricular activities for forty school days.

Note: Administrative Panel Hearing may alter recommendation based on evidence and procedural requirements (E.C. 48915). School Board may alter recommendations based on evidence and procedural requirements (E.C. 48915).

Note: Students who voluntarily seek assistance for any substance abuse problem will not suffer academic consequences; however, extra-curricular activity eligibility will follow CIF regulations. A student who asks for help in order to avoid possible expulsion or transfer to an alternative site will not be granted this exemption. The assistance being sought must be legitimate as determined by a site administrator, by a Danger Hearing Panel, Administrative Hearing Panel, District Level Administrator, or Board of Education.

FIRE-SETTING OR ATTEMPTED FIRE SETTING including the activation of false alarms or tampering with emergency equipment. (Penal Code Section 447, 455 and 148.4) (E.C. 48900(k))

1st Offense: Three (3) day suspension and referral to counseling services.

2nd Offense: Five (5) day suspension, transfer to alternative education. Threat evaluation should be conducted.

3rd Offense: Five (5) day suspension, recommendation for expulsion. Threat evaluation should be conducted.

Note: Fire-setting of any nature may lead to recommendation for alternative education program or expulsion on the first offense. Fire-setting is never considered to be a prank. The burning of trash cans can lead to immediate and serious consequences. Assessment for the potential of continued violence should be conducted.

WILLFUL DEFIANCE OR DISRUPTION OF THE SCHOOL, OR INTERFERING WITH THE PEACEFUL CONDUCT OF THE ACTIVITIES OF THE SCHOOL (Penal Code Section 148.1) (E.C. 48900(k)) in example, trespassing school grounds while suspended from campus. Individual class disruptions while problematic should, at first, be handled by other less drastic measures.

1st Offense: Five (5) day suspension. Referral to appropriate counseling services should be made. Threat evaluation should be conducted.

2nd Offense: Five (5) day suspension, recommendation for expulsion. Mandatory removal from campus. Assessment for the potential of continued violence should be made.

HARASSED, THREATENED, OR INTIMIDATED A PUPIL WHO IS A COMPLAINING WITNESS OR WITNESS IN A SCHOOL DISCIPLINARY PROCEEDING for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (E.C. 48900(o))

1st Offense: Five (5) day suspension and possible recommendation for expulsion. Referral to appropriate counseling services. Threat evaluation should be conducted.

Note: Referrals to appropriate counseling services should also be made for the victim.

When "suspension" is indicated, the site administrator will determine whether the consequence should include, but not be limited to, home suspension/in-school suspension/Saturday School/intervention group/detention/community service.

Community service may include, but is not limited to, work performed on school grounds during non-school hours in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. (E.C. 48900.6)

Law enforcement agencies may be notified at the discretion of the administration.

If the nature of the offense makes an alternative education placement or expulsion recommendation appropriate, the student will be suspended five days for the infraction. A Danger Hearing will then be scheduled.

Students may be suspended on the first offense if it is determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. (E.C. 48900.5)

CAUSING, ATTEMPTING, OR THREATENING TO CAUSE PHYSICAL INJURY OR WILLFULLY USING FORCE OR VIOLENCE UPON ANOTHER PERSON, except in self-defense. (E.C. 48900(a)(1) and 48900(a)(2))

Verbal - 1st Offense: Three (3) day suspension. Referral to appropriate counseling services.

Physical – 1st Offense: Five (5) day suspension. Referral to appropriate counseling services.

2nd Offense: Five (5) day suspension and recommendation for alternative education program. Referral to appropriate counseling services. Threat evaluation should be conducted.

3rd Offense: Five (5) day suspension, recommendation for expulsion. Threat evaluation should be conducted.

Note: If a student caused serious physical injury (as defined in Penal Code Section 243) to another person, except in self-defense, the principal must recommend expulsion or report in writing to the Director who will advise the governing board that expulsion is inappropriate due to the nature of the particular circumstances which shall be indicated in the report of the incident. (E.C. 48915)

Note: Referrals to appropriate counseling services should also be made for the victim.

CAUSING OR ATTEMPTING TO CAUSE DAMAGE TO PROPERTY: Cutting defacing, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property. (Penal Code Section 594) (E.C. 48900(f))

1st Offense: Three (3) day suspension. Referral to appropriate counseling services. Damages in excess of \$500 will result in enforcement of Step #4 immediately.

2nd Offense: Five (5) day suspension. Referral to appropriate counseling services. Threat evaluation should be conducted.

3rd Offense: Five (5) day suspension and recommendation of expulsion hearing. Referral to appropriate counseling services. Threat evaluation should be conducted.

Note: Parent/guardian will be held responsible for damage to school district property. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardians of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (E.C. 48904)

THREATENING, INTIMIDATING, MENACING OR HARASSING (INCLUDING SEXUAL HARASSMENT) ANY OTHER PERSON (E.C. 48900(a) and/or 48900(k)) (E.C. 48900.2) (E.C. 48900.4) Possible removal from campus or separation of student.

1st Offense: Warning to student and/or other alternative consequences Referral to appropriate counseling services. Threat evaluation should be conducted.

2nd Offense: Three (3) day suspension. Referral to appropriate counseling services. Threat evaluation should be conducted.

3rd Offense: Five (5) day suspension, recommendation for expulsion. Threat evaluation should be conducted.

Note: In the event an allegation of sexual harassment is not resolved informally to the satisfaction of a complainant, the complainant may use the District complaint process for formal resolution of such complaints. (AR 5145.7)

Note: Referrals to appropriate counseling services should also be made for the victim.

ENGAGING IN, OR HAVING ANY PART IN HAZING or committing any act that injures, degrades, or disgraces any other person attending school. Causing, attempting to cause, threatening to cause or participating in an act of hate violence. (E.C. Section 32050-52) (E.C. Section 33032.5) (E.C. 48900(a) and/or 48900(k)) (E.C. 48900.3)

1st Offense: Three (3) day suspension. Referral to appropriate counseling services. Assessment for potential or continued violence should be conducted.

2nd Offense: Five (5) day suspension. Referral to appropriate counseling services. Assessment for potential or continued violence should be conducted.

3rd Offense: Five (5) day suspension. Transfer to alternative education. Threat evaluation should be conducted.

4th Offense: Five (5) day suspension, recommendation for expulsion. Threat evaluation should be conducted.

Note: Referrals to appropriate counseling services should also be made for the victim.

STEALING OR ATTEMPTING TO STEAL SCHOOL PROPERTY OR PRIVATE PROPERTY (E.C. 48900(g)) Theft of property valued in excess of \$500 will result in automatic enforcement of Step 4.

1st Offense: Three (3) day suspension. Referral to appropriate counseling.

2nd Offense: Five (5) day suspension. Referral to appropriate counseling.

3rd Offense: Five (5) day suspension. Transfer to alternative education program.

4th Offense: Five (5) day suspension, recommendation for expulsion. Threat evaluation should be conducted.

KNOWINGLY RECEIVING STOLEN SCHOOL PROPERTY OR PRIVATE PROPERTY (E.C. 48900(l))

Receiving stolen property valued in excess of \$500 will result in automatic enforcement of Step 3.

1st Offense: Three (3) day suspension

2nd Offense: Five (5) day suspension

3rd Offense: Five (5) day suspension and recommendation for expulsion

ANY ACT OF DEFIANCE OR DISOBEDIENCE either in language or in action against school personnel, refusing to comply with the reasonable requests or orders of school personnel. (E.C. 48900(k))

1st Offense: Warning to student and/or alternative consequences. Referral to appropriate counseling services.

2nd Offense: Three (3) suspension. Referral to appropriate counseling services.
3rd Offense: Five (5) day suspension and/or possible recommendation for expulsion.

COMMITTING AN OBSCENE ACT OR ENGAGING IN HABITUAL PROFANITY OR VULGARITY, INCLUDING RACIAL/ETHNIC SLURS either verbally or in writing. (E.C. 48900(i))

1st Offense: Warning to student and/or alternative consequences. Referral to appropriate counseling services.

2nd Offense: Three (3) day suspension. Referral to appropriate counseling services.

3rd Offense: Five (5) day suspension. Referral to appropriate counseling services.

Note: Any act committed against school staff would warrant consequences starting at Step 2.

A student will be suspended on the first offense for five (5) days if such behavior disrupts school activities; (E.C. 48900(k)) threatens to disrupt the instructional process, or causes a danger to persons or property (E.C. 48900.5)

POSSESSING ANY OBJECTS ON CAMPUS WHICH COULD BE CONSIDERED DANGEROUS OBJECTS (unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal) if the principal deems expulsion inappropriate. (E.C. 48900(b))

Note: Toy guns (imitation) are considered objects of a dangerous nature.

Note: Laser pointers are considered a dangerous object.

Note: Principal must report in writing to the superintendent who will advise the governing board that expulsion is inappropriate due to the nature of the particular circumstances which shall be indicated in the report of the incident. (E.C. 48915)

1st Offense: Warning to student. Notification of parent and/or other alternative consequences.

2nd Offense: Three (3) day suspension. Referral to appropriate counseling services.

3rd Offense: Five (5) day suspension. Referral to appropriate counseling services.

FORGING, FALSIFYING, ALTERING, OR USING FORGED SCHOOL CORRESPONDENCE, PASSES OR RE-ADMIT SLIPS (E.C. 48900(k))

1st Offense: Warning to student and/or other alternative consequences.

2nd Offense: Three (3) day suspension. Referral to appropriate counseling services.

3rd Offense: Five (5) day suspension and recommendation for expulsion.

VIOLATING THE COMPUTER AND NETWORK ELECTRONIC INFORMATION POLICY (E.C. 48900(k))

1st Offense: Warning to student and/or loss of network and computer use.

2nd Offense: Three (3) day suspension and loss of network and computer use. Referral to appropriate counseling services.

3rd Offense: Five (5) day suspension and/or possible recommendation for expulsion.

TAMPERING WITH PROPERTY OF THE SCHOOL DISTRICT or belongings of any other person. (E.C. 48900(k))

1st Offense: Warning to student and/or alternative consequences.

2nd Offense: One (1) – three (3) day suspension. Referral to appropriate counseling services.

3rd Offense: Five (5) day suspension and possible recommendation for alternative education program. Referral to appropriate counseling services.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Procedures to Notify Teachers of Dangerous Students

IV. Procedures for Complying With Existing School Safety Laws (continued)

Sexual Harassment Policy

Sexual Harassment

- BRIDGES Charter School prohibits unlawful sexual harassment of or by any student.
- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or any other verbal, non-verbal, physical, or visual conduct of a sexual nature.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way.
- Cornering or blocking of normal movements.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against any individual who reports a violation of the district's sexual harassment policy or who participates in the investigation or a sexual harassment complaint.

Any student who feels that he/she is being harassed should contact his/her teacher or the administration team.

Complaints of harassment can be filed in accordance with these procedures. Failing resolution at the informal level, the complaint can be addressed as appropriate.

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

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

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

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults and
 - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Schoolwide Dress Code

Dress Code

BRIDGES Charter School recognizes that all students are individuals and that the choice of clothing is reflective of their interests and comfort level. While it is often true that some “trendy” clothing can spark peer pressure, promote varied attitudes, create lengthy mornings getting ready, and/or cause distractions in class, we feel it is important to assist children to think for themselves with regard to their clothing choices, while still respecting guidelines that ensure safety, comfort with various activities, concentration for themselves and others, and age- appropriate attire. While these guidelines represent the overall “Dress Code”, individual requirements may be imposed if BRIDGES staff members observe issues or concerns related to a student’s clothing choices:

Guidelines:

- No vulgar or offensive statements, or inappropriate media slogans.
- No bandanas
- Girls: No short skirts or “short” shorts. Skirts and shorts should fall at least halfway down the thigh. Students in grades 6-8th may have stricter guidelines for short skirts and shorts. Please adhere to teacher and administrative recommendations for particular grade levels. Because we want our students to be active in the play area, we recommend that all skirts have thin shorts under them (“skorts”).
- All shirts must have at least one-inch straps, and no thin strap tank tops are allowed. Stomachs may not be exposed. A good rule of thumb is: If hands are raised over the head and the stomach is exposed, the shirt is too short. Girls: bra straps may not be exposed.
- Close-toed shoes must be worn at all times while on the playground or on a field trip. If shoes require laces, the laces must be tied. No thongs (flip-flop type of shoes) or Crocs. It is up to the supervising teacher whether or not shoes may be taken off inside the classroom, in the sandbox, or in another area on site.
- All head coverings should be taken off when indoors.
- Pants need to fit around the waist without falling down, or a belt must be worn. Boxers or?underwear should not be exposed at any time.
- Jewelry should be kept to a minimum and not be a focus in class. No hoop or dangling earrings, long necklaces, chunky bracelets, or chunky rings, for safety reasons.
- No false nails or nail tips, for safety reasons.
- Hair should not be dyed (or styled) in such a way as to be a distraction to others in class. Should a question arise, the supervising teacher will determine the distraction level.
- Yoga, athletic, or other comfort/sports clothes are acceptable on any day, except when going on a theater performance field trip, or on a day when particular attire is requested in advance (such as a themed School event, ceremony, or other activity).
- Violation of the dress code will result in parent notification. Repeated violations will result in further disciplinary action.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Procedures for Safe Ingress and Egress

Drop-off and Pick-up

- Students may be dropped-off and picked-up in the circular parking lot. If you would like to park and walk your child into school or park to wait for your child at the end of the day please utilize the street parking available. The parking lot is reserved for faculty and staff only.
- Parent volunteers should utilize the ample nearby street parking.
- Please drive slowly and conscientiously, always on the lookout for pedestrians. Turn off your cell phones while driving near the campus. There is limited time for dropping off and picking up children. Please be mindful as you approach the school and encourage your child/ran to be ready to exit/enter your vehicle quickly to facilitate the drop off/pick up speed.
- There are two gates on our campus. The gates will be closed once the school day begins at 8:20 AM for security reasons. After 8:20 AM, please sign in at the front office before entering the campus. All visitors and volunteers will have ID badges.
- For pick up kindergarten will be released at the kindergarten gate at 12:20 pm. 1st grade – 3rd grade release will be at 2:30 PM. Teachers will escort their students to the front of the school to meet parents. Teachers will use the kindergarten gate. This will help minimize interruptions to the learning environments to the upper grades. 4th grade – 8th grade will be released at 3:00 PM with open access to both gates.
- Parents who have students in both primary grades (1-3) and intermediate (4-8) may wait in the playground area behind the primary bathrooms. Students who are waiting for older siblings may also wait there as this area will be supervised by school staff from 2:30 PM – 3:00 PM. All students will need to respect that school is still in session for the intermediate and junior high school classrooms.
- Walk your bike, skateboard, or scooter when on campus, at all times while school or any school programs are in session.
- Wear helmets at all times if riding (bikes, skateboards, rollerblades, scooters, etc.).

The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited. If it should be necessary to visit your child's classroom or deliver a message, you must check in at the office first. Your cooperation in this matter is appreciated.

In order to provide for uninterrupted learning, the following guidelines will be followed:

- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Please make arrangements for after-school activities before dropping your child off at school.
- Drop of Area is located in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal item. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in. A private area may be arranged to meet with your child.
- Requests for homework for absent students should be made through the office by 11:00 AM on the day of the absence. For extended absences other than illness, contact the child's teacher for an Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

Leaving Campus

No child is permitted to leave the BRIDGES campus at any time during school hours unless they have permission from the office and are accompanied by an adult. Children will only be released to parents or designated caretakers unless the office is notified of other arrangements.

IV. Procedures for Complying With Existing School Safety Laws (continued)

A Safe and Orderly Environment

This year, all students (Kindergarten through Eighth Grade) will learn one mantra; RESPECT MYSELF, RESPECT MY NEIGHBOR, RESPECT MY SCHOOL

The students, staff and parents at BRIDGES Charter School strive to create an environment of mutual respect, consideration and admiration where all students learn, progress and thrive. An important part of our School culture is that students take responsibility for their behavior and accept the consequences of their choices. The following community norms are in place so that all can enjoy a safe and effective learning environment:

Respect Myself

- o I will arrive on time and attend school every day that I am able.
- o I will follow the dress code.
- o I will bring and eat healthy food.
- o I will be cooperative in class and contribute in a positive way to the classroom.
- o I will only turn in school work that is my own; I will not copy the work of others.
- o I will use the computer and Internet responsibly.
- o I will use conflict resolution to help solve conflict while I am at school.

Respect My Neighbor

- o I will treat others with respect.
- o I will speak and act courteously to teachers, staff , parents, visitors and other students.
- o I will not tease, name-call, swear, curse, or harass another individual.
- o I will not fight, and I will not pretend to fight.
- o I will try to resolve a disagreement peacefully, using conflict resolution strategies and will ask an adult for help as needed.
- o I will respect the learning environment in the classroom by speaking quietly in the classroom and other areas of school.

Respect My School

- o I will respect school property and not damage trees, landscaping, objects, buildings or materials belonging to the school.
- o I will respect other student's property and not damage it or take things that do not belong to me.
- o I will use the appropriate waste receptacles (trash, recycle, compost) for my trash.

In support of our needs for safety, respect and trust, students are expected to:

- Care for and respect themselves
- Care for and respect others
- Care for and respect another's property including the School, its grounds, and all ?materials and equipment)
- Care for and respect our environment

The staff will support our students in meeting these expectations by:

- Making expectations known and clear
- Providing explicit instruction regarding how to effectively navigate and negotiate conflict
- Providing guided opportunities for learning about peaceful conflict resolution when conflicts arise
- Providing feedback and support as necessary
- Holding students accountable for their behavior and for keeping agreements

IV. Procedures for Complying With Existing School Safety Laws (continued)

School Discipline

Discipline Procedures

Our discipline procedures and policies protect all students, teachers and volunteers from being physically or emotionally harmed. Any disciplinary action will be administered with the intent of supporting students in learning effective strategies by which to live and learn together, peacefully and in harmony with their community and environment. Whenever possible, parents will be notified in the event of disciplinary action.

If attempts by teachers and administrators to help a student live and learn in harmony with others fail, the student may be suspended, expelled or exited from the program.

Students always have choices regarding their response to a problem. Some of the choices that are explicitly taught at BRIDGES Charter School include:

"I" messages	Getting help
Taking turns	Sharing
Compromise	Looking for win/win
Using humor	Consider another's point of view (POV)
Apologies	Peer/adult mediation

Discipline Process for Not Meeting Expectations

1st Incident

Verbal warning

2nd Incident

Time-out inside of classroom or in another classroom

Student conference with teacher

Use of reflection forms and/or writing about the incident (their POV)

3rd Incident

Teacher or student will call home

4th Incident

Conference with Director (Or Designee)

Subsequent incidents may include:

o additional in-School Suspension

o home suspension

o expulsion

** Verbal teasing, physical violence, and/or emotional or physical bullying may result in the advancement of this process, foregoing any number of the steps described above.

"NO USE" Statement

BRIDGES Charter School recognizes that the use of alcohol, other drugs, and tobacco and the problems associated with these are becoming increasingly common in our society and among youth.

BRIDGES Charter School recognizes that the use of alcohol, drugs, and tobacco often precedes the development of problems. BRIDGES enforces a "no use" of alcohol, drugs or tobacco by students.

BRIDGES Charter School believes that it is in the best interest of the community to take steps to promote, enhance, and maintain a drug-free school system and student body, and that along with parents and other segments of the community it has a role to play in helping students to remain drug-free.

The use of controlled substances by students is a suspendable offense. Continued use can result in expulsion from school.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Hate Crimes

- Hate violence is the commission of any crime, which is accompanied by an expression of hostility against a person or property or institution because of the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Specifically prohibited is the use of force or the threatened use of force to willfully injure, intimidate, interfere with, or oppress any person in the free exercise of enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state and this nation. This is applicable for students in grades 4-8 only.

A pupil will be suspended or expelled for said acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited, to any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school
- (3) During the lunch period, whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors will oversee the implementation of the Charter School's mission and vision, and approve any necessary revisions to its bylaws, policies, and procedures. The Board is fully responsible for the operation and fiscal affairs of BRIDGES Charter School including but not limited to the following:

- Hire, supervise, evaluate, and dismiss the Director of the Charter School
- Approve the hiring, promotion, discipline and dismissal of all employees of the Charter School after considering recommendations by the Director of the Charter School;
- Approve and monitor the implementation of the Charter School's general policies, including effective human resource policies for career growth and compensation of the staff
- Approve all contractual agreements;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Develop, review or revise the Charter School's accountability goals and mission with consideration of recommendations by the Director of the Charter School
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action or recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with this Charter or the purposes for which public schools are established. Board meetings, and the Minutes from those meetings, will be posted on our website (www.bridgescharter.org). In addition,

Date of Board Meeting/Public Hearing: 2nd Monday of each month

Site of Board Meeting/Public Hearing: Bridges Charter School, room 6

Review of Progress for Last Year

Each School year the Safety Plan is reviewed by the School Safety Team and presented to its SSC to be approved annually. Community members are invite to the annual SSC meeting to review the Safety plan including the City, Police and Fire departments, representatives from parent and teacher groups, and RTPA and CSEA Presidents. The Safety Plan is also taken to the school board each year for approval and public review.

Law Enforcement Review **Date:**

Site Council Approval **Date:** 5/21/13

School Board Approval **Date:** 6/10/13

VI. Appendix 1: Board Policies and Administration Regulations

Board Policy and Administration Regulations:

CHILD ABUSE REPORTING PROCEDURES

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

FIRE DRILLS AND FIRES

BOMB

EARTHQUAKE EMERGENCY PROCEDURE SYSTEM

EMERGENCY SCHEDULES

TRANSPORTATION SAFETY AND EMERGENCIES

INDIVIDUALIZED EDUCATION PROGRAM

WEAPONS AND DANGEROUS INSTRUMENTS

SUSPENSION AND EXPULSION/DUE PROCESS

SUSPENSION AND EXPULSION DUE PROCESS (STUDENTS WITH DISABILITIES)

EMPLOYEE SECURITY

UNIFORM COMPLAINT PROCEDURES

SEXUAL HARASSMENT

NONDISCRIMINATION/HARASSMENT

DRESS AND GROOMING/SCHOOL UNIFORMS

SAFETY

POSITIVE SCHOOL CLIMATE

DISCIPLINE

HATE-MOTIVATED BEHAVIOR

VII. Appendix 2: Incident Management Response Plan