

Tree of Life Charter School Comprehensive School Safety Plan 2022-23

Plan development (CA Ed Code 32281):

This plan is a compilation of several policies and procedures currently in place at Tree of Life Charter School. The elements of this plan were developed with the input of school staff during Staff Meetings, through site safety trainings attended by the Principal at the county office of education, through active shooter and lockdown training held at the Redwood Empire Fair for school personnel and community agencies given by local law enforcement, through consultation with California Highway Patrol officers, through consultation with Northern California Schools Insurance Group's risk manager, and through consultation with a representative from the State Fire Marshall's office. The policies in this plan were approved by the school's Board Cabinet, which includes principal, teachers, parents, board member, student member, and community-at-large representatives who also provided feedback and suggestions. The Board Cabinet approved policies for this year on August 10, 2022 in a meeting that was open to the public.

Assessment of current status of crime at the school and at school-related functions (CA Ed Code 32282(a)(1)):

Annually, data from behavior incident reports, suspensions and expulsions, student surveys, parent surveys, and facility inspections is compiled and analyzed in order to plan and effect changes in procedures to promote a safe school climate. School staff and the Board Cabinet members review data reports to make strategic suggestions for improvements to programs and procedures.

Findings for the 2021-22 school year include the following:

--There was a huge increase over the previous year in the number of incidents reported using physical aggression (these were often committed by a small number of students having repeated behavior incidents). The previous year (2020-21), the staff did not report any incidents of physical aggression to administrative staff. The majority of the school year was in Distance Learning. The later half of the school year was a hybrid format. Half the students were on campus at a time, so adult to student ratio was approximately 1:5. Students were so happy to be able to see their classmates in person and there were very few conflicts. When 100% of the students returned to campus for the 2021-22 school year, it was inevitable for the number incidents to increase.

--There were no at home suspensions during the 2021-22 school year. There were 11 in house suspensions.

--There was an increase over the previous year in the number of teasing/provoking incidents reported.

--The percentage of students feeling safe at school always or usually stayed the same as the previous school year.

--There was a slight increase over the previous year in the percentage of students feeling respected by their peers always or usually.

For the 2021-22 school year, teachers reported all incidents using paper incident reports, instead of using Montessori Compass. The incident reports documented who was involved, the incident itself, and how it was resolved. Copies were kept in the office. Staff continued to address social-emotional

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education with the Move This World program, and they used the Devereux Student Strengths Assessment to screen students to find those who need extra social-emotional development support and instruction. The staff will continue with both programs during the 2022-23 school year. Staff will continue to train, use, and to teach nonviolent communication in the school community with a focus on using communication to solve problems and conflicts instead of physical aggression. The school's additional one-time funding also allows it to expend funds for a mental health practitioner for weekly class SEL lessons and on-site school counseling for any student not already receiving counseling through other programs.

Strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety (CA Ed Code 32282(a)(2)):

(A) Mandated Reporters and Child Abuse Reporting

Fingerprinting and Background Checks

Tree of Life Charter School (TOLCS) shall comply with the provisions of Education Code section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors who work with students prior to employment or contract services or any unsupervised contact with pupils. It is the policy of TOLCS to require fingerprinting and background checks for its employees, as required by law, prior to employment at TOLCS. Prospective employees are required to pay any fingerprint processing fees, and TOLCS will pay for DOJ and FBI fees for the background check and reports. All prospective employees must abide by all applicable laws and agree to abide by the policies of TOLCS, including the submission of fingerprints and the approval for TOLCS or its designee to perform background checks. This requirement is a condition of employment. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary.

Additionally, TOLCS may, on a case-by-case basis, require campus volunteers or an entity providing school site services to comply with the requirements for fingerprinting, unless TOLCS determines that the volunteers or the employees of the entity will have limited contact with pupils, and that contact will be under the supervision of a TOLCS employee. In determining whether a contract employee will have limited contact with pupils, TOLCS must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Procedures for Background Checks

The Principal of TOLCS shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal shall monitor compliance with this policy and report to the Board of Directors the results of criminal record summaries.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are designated as mandated child abuse reporters and shall follow all applicable reporting laws. Staff shall annually receive Mandated Reporter training concerning the elements outlined in AB1342 and shall review annually the procedures for contacting Mendocino County Department of Child Protective Services. Employees of TOLCS who are acting in their official or professional capacity and become aware, or suspect, that a student has suffered, or faces a threat of suffering, any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the child, shall immediately notify the Mendocino County Department of Child Protective Services at 463-7990. A copy of the Suspected Child Abuse Report form is included as an appendix to the employee handbook. A reporting information flyer with contact information is posted in the staff area of the office, and child abuse report forms may also be obtained by staff in the office.

(B) Disaster Procedures, Routine and Emergency, Crisis Response Plans

First Aid and CPR

TOLCS recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TOLCS expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Accidents

Every classroom shall have a First Aid Kit containing appropriate supplies, student emergency information, and emergency first aid guide. The teacher of each classroom will be responsible for ensuring that the class First Aid Kit is complete. All staff shall hold current pediatric and adult First Aid and CPR certification and shall be recertified prior to expiration of certificates. Staff will be trained annually in procedures to administer epinephrine with an auto-injector for emergency treatment of life-threatening allergic reactions. Opportunities for adult and pediatric CPR and First Aid training shall be offered to all staff and volunteers.

If a student suffers a very minor injury, it will be treated at school. In the event of a more serious injury, the staff will make an immediate attempt to contact a parent/guardian. If one cannot be reached, they will call the child's physician as listed on the emergency contact form. If necessary, an ambulance or paramedics (911), or Poison Control (1-800-222-1222) will be called. Until the arrival of a parent/guardian, physician, or ambulance, the staff will be in charge and make all decisions about the care of the child. Parents/guardians will be expected to assume responsibility for any resultant expense not covered by our insurance.

Accidents and injuries will be recorded using an Incident Report, located in the child care caddy, by staff attending to them.

Fire and Disaster

The school has in place an Emergency Response Plan that is updated annually. This plan details staff responsibilities and the procedures to be used in case of fire, earthquake, assault/fight, bomb threat, intruder/hostage, lockdown, and shelter in place. It includes the procedures for warning

and notification of families, sheltering, and evacuation. All classrooms and office rooms have emergency exit plan maps posted and fire extinguishers. All classrooms have smoke detectors and fire alarms. All classrooms and the office have emergency supply kits that include first aid supplies. Staff review and/or receive training in fire and disaster procedures annually, fire drills are performed monthly, earthquake drills are performed quarterly, and lockdown drills are performed a minimum of once per year.

A brief summary of fire and earthquake drill procedures follows:

1. For fire drills, notify the alarm company first.
2. Pull fire alarms.
3. Exit the building following the posted plan and making sure all persons have exited.
4. Walk to safety area indicated on emergency exit plan maps.
5. Take attendance count to make sure everyone is safe. Hold up a green card if everyone is safe or hold up a red card if there is a problem.
6. During a drill, one person returns to test all of the alarm pulls and shuts off system.
7. Walk in an orderly way back to class when all is clear.
8. Check and initial fire extinguishers at the end of the fire drill each month.
9. Conduct fire or emergency drills once a month.
10. Conduct earthquake drills once every 3 months in each classroom. After preparing students about what to do, say, "Earthquake drop!" Students and staff should drop to the floor under heavy tables, curl up face down, tuck their heads and cover with their arms. Count aloud to 60. Exit the building to one of the evacuation sites. The school participates in the statewide earthquake drill each October.
11. Record drill dates on the record sheet in office.

Tree of Life Charter School

Emergency Response Plan

Preparedness

- Review emergency procedures with your students: fire drill monthly, earthquake drill quarterly (October, January, April), lockdown drill annually.
- Post emergency evacuation maps near exit doors and fire extinguishers and distribute red/green cards to teachers.
- Inventory classroom emergency equipment, including first aid kit. Prepare window covering materials.
- Update emergency cards at the beginning of EACH semester.
- Carry your keys and identification badge at all times.

Response to Any Emergency

- Notify 911 (if necessary), the main office, and the Principal.
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. *(All certificated and classified staff are CPR/first aid certified.)*
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.

- Preserve evidence. Keep detailed notes of incident.
- Refer media to Principal (if necessary).

Staff Responsibilities

Principal or designee:

- Verify information.
- Call 911 (if necessary).
- Seal off high-risk area.
- Implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Prepare statement for media (if necessary).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Teachers:

- Verify information.
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster and first aid kit.
- Refer media to Principal.
- Keep detailed notes of crisis event.

Fire

In the event a fire, smoke from a fire, or a gas odor has been detected:

- Pull fire alarm.
- Principal or designee notifies calls 911.
- Evacuate students and staff to a safe distance outside of building, preferably evacuation area 1 in the arena or area 2 along the Ford Rd. fence west of school. Teacher brings class roster and first aid kit.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take roll after being evacuated. Hold up green card if there are no problems, and hold up a red card if there is a missing student or other problem.
- Principal may move students to another building indicated by the Fairground management if weather is inclement or building is damaged.
- No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
- Principal notifies students and staff of termination of emergency. Resume normal operations and start ParentSquare phone alert messaging to notify parents about the emergency and whether to pick up their children, depending on the situation.

Earthquake

- Teacher should issue the take cover order: “Earthquake, drop!” and all persons should take cover under sturdy desks and tables, facing away from windows.
- All persons should assume the “crash” position on knees, head down, hands clasped on back of neck or head, covered with a jacket or book if one is nearby.
- Count aloud to 60—earthquakes rarely last longer than 60 seconds and counting is calming.
- Stay inside—usually the most dangerous place is outside where building debris may fall.
- If outside when earthquake occurs, move to an open area away from buildings and overhead power lines; lie down or crouch; look around to be aware of danger that may require movement.
- When all shaking stops, evacuate students and staff following normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster and first aid kit and take roll after being evacuated. Hold up green card if there are no problems and hold up a red card if there is a missing student or other problem.
- Principal may move students to another building indicated by the Fairgrounds management if necessary.
- No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
- Principal notifies students and staff of termination of emergency. Resume normal operations and/or start Parent Square phone alert messaging to notify parents about the emergency and whether to pick up their children, depending on the situation.

Assault/Fight

Ensure the safety of students and staff first.

- Call 911, if necessary.
- Notify CPR/first aid certified persons in school building of medical emergencies (*all certificated and classified staff are CPR & first aid certified*).
- Notify Principal and main office.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (*intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent, including touching of those areas covered by clothing*).
- Principal notifies parents of students involved in assault.
- Document all activities. Ask victim(s) & witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

Bomb Threats

Upon receiving a message that a bomb has been planted in school:

- Use bomb threat checklist questions:
- Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why caller is doing this.
- Listen closely to caller’s voice and speech patterns and to noises in background.

- After hanging up phone, immediately dial *57 to trace call.
- Notify Principal and main office.
- Principal orders evacuation of all persons inside school building(s).
- Principal notifies police (call 911).

Evacuation procedures:

- Principal warns students and staff. Do not mention "Bomb Threat." Pull fire alarm and use standard fire drill procedures.
- Students and staff must be evacuated to a safe distance outside of school building(s). Principal may move students to another building indicated by Fairgrounds management if weather is inclement or building is damaged.
- Teachers take roll after being evacuated.
- No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
- Principal notifies students and staff of termination of emergency. Resume normal operations and/or start Parent Square phone alert messaging to notify parents about the emergency and whether to pick up their children, depending on the situation.

Intruder/Hostage

Intruder--An unauthorized person who enters school property

- Notify Principal.
- Ask another staff person to accompany you before approaching intruder.
- Politely greet intruder and identify yourself.
- Ask intruder the purpose of his/her visit.
- Inform intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- If intruder refuses to leave:

Warn intruder of consequences for staying on school property. Inform him/her that you will call police.

Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder.

Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).

Principal may issue lockdown procedures (see Lockdown Procedures section).

Hostage

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene. Implement lockdown procedures.
- Notify Principal.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Lockdown Procedures

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building. Full lockdown is initiated to isolate students and staff from immediate dangers which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity. Modified lockdown is initiated to isolate students and staff inside the school from potential dangers outside the school, typically when events in the vicinity of the school may pose a threat.

- Principal will issue lock-down procedures by radio, telephone, or Parent Square alert to designated staff emergency cell phones. “Tree of Life is in full lockdown. This is not a drill.” or “Tree of Life is in modified lockdown. This is not a drill.”
- Direct all students, staff, and visitors into classrooms. Recall students from outside areas **if it is safe to do so.**
- Lock all doors.
- Close windows and blinds and cover exposed windows (have a cover readily available).
- Full lockdown: turn off lights; instruct students to stay calm, stay quiet, stay low, and stay out of sight; make sure all persons are away from windows and doors; do not open your door for any reason; do not use school's telephone system to request information; communicate with the main office by email or cell phone text.
- Modified lockdown: follow instructions from main office regarding protocols/allowable activities; reassure students by keeping calm and continuing allowable activities; do not open your door for any reason; do not use the school's telephone system to request information; communicate known threats or problems to the office by email or cell phone text.
- Inventory any injuries or other problems, provide first aid, and calm upset students.
- Take roll of all students in your supervision and text or email to office staff. Note extra students and missing students from your classroom roster.
- Place a green card under your door and on the window if the room is safe. Place a red card under your door and on the window if something is wrong. If no card is visible, security will assume the room is not safe and will enter. (Note that each class needs 2 green and 2 red cards.)
- Principal and/or Business Manager will monitor radio and main phone line (do not monitor radio in case of bomb threat).
- Wait for emergency responders. Document red/green card status and report to emergency responders.

- Allow no one outside of classrooms until all-clear signal is given by Principal or emergency responders. Principal may issue “All Clear” by unlocking doors or communicating by radio/telephone/cell phone text.

Warning and Notification

- Call 911, if necessary. Assess life and safety issues first.
- Inform main office (462-0913, Principal's cell 621-0760, Business Manager's cell (503-689-5550).
- Principal/Designee notifies other staff by radio, telephone, or cell phone text. Staff receiving message by cell phone text will reply acknowledgment.
- Warn students and staff. If an emergency requires immediate action to protect the safety of students and staff, activate fire alarm for evacuations and intercoms/telephones/cell phone texts for lockdowns. If students are on playground, staff should blow whistle (in emergency backpack) in bursts of 3 short whistles, 3 long whistles, and 3 short whistles (SOS) with a pause, repeating until students have gone to their teacher or staff person if s/he is outside or to their classroom inside.
- If immediate action is not required, notify staff at a meeting before or after school hours. Teachers will debrief students during class unless an assembly is preferred.
- Principal notifies parent(s) or guardian of victim(s), if necessary.

Sheltering Procedures

Sheltering provides refuge for students, staff, and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Sheltering may be necessary in cases of accidental toxic chemical or pesticide release. Safe areas may change depending on emergency.

- Identify safe area in each school building.
- Principal warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Principal or emergency responders.

Evacuation/Relocation Centers

Evacuation

- Call 911, if necessary.
- Principal issues evacuation procedures.
- Principal determines if students and staff should be evacuated outside of building or to relocation centers. Since relocation is available on the Fairground, transportation will not be necessary except for injured persons.
- Principal contacts Fairground office for relocation site and notifies other staff.

- Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Place evacuation sign in window indicating relocation site. Start ParentSquare phone alert messaging to notify parents.
- Lock doors.

Teachers:

- Direct students to follow normal fire drill procedures unless Principal alters route.
- Take class roster and first aid kit.
- Close all windows; close and lock classroom doors and turn out lights.
- When outside building, account for all students. Inform Principal immediately if students are missing.
- If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.

Student/Parent Reunification

During an emergency, the traditional student release procedure is often unsafe and therefore not operable. The following procedures will be used whenever the Principal deems the traditional student release procedure is not safe.

- A safe area for parents to pick up their children (default is office) will be designated away from both the damage and the students' assembly area (default is classroom).
- Parents/Guardians will report to the designated area and give the name of their child/ren to the staff member or emergency responder in charge. This person will have access to the binder with the student emergency information.
- Picture I.D. will be required by the person in charge to insure the person requesting the child/ren is a match to a name on the emergency release card. DO NOT release students to people not listed on the emergency card, even if it is a well-intentioned friend or relative. If you call to get permission by telephone from the parent to release the child to another person, notate the date and time the permission was given.
- A runner will go to the students' assembly area and get the child/ren requested by the adult, and runner will escort student(s) back to the pick-up area.
- The person picking up their child/ren will be asked to sign the sign-out sheet indicating they picked up the child/ren, and date and time will be indicated on the form. Staff will make sure signature is clear and legible.
- If the child is in the first aid area, the person picking up the child will be escorted to that area for reunification.
- Counselors, when needed and available, will be located close to the first aid area.
- Traffic will be controlled by staff assistants until local law enforcement is available and on the scene at the school. Two-way traffic should be maintained to allow for entry and exit of emergency vehicles.

Some parents may refuse to cooperate with the reunification process. They should be reminded that the safety of their child is your utmost priority. Parents may be emotional when arriving at the school. If counselors are available, have them deal with issues that exceed your expertise. It is important that parents be sheltered from media representatives that may arrive on campus shortly after the incident. Direct all media personnel to the Principal or the emergency responders.

Procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency (CA Ed Code 32282(a)(2)(B)(ii)):

TOLCS is housed in facilities leased from the Redwood Empire Fair and Mobile Modular, and in two buildings owned by the school, on the grounds of the Redwood Empire Fair. Any agency requesting use of school buildings or grounds is required to obtain permission from the Redwood Empire Fair and the TOLCS Principal and/or Board Cabinet. Any agency requesting use of school equipment for mass care and welfare shelters is required to obtain permission from the TOLCS Principal and/or Board Cabinet.

(C) Suspension and Expulsion Policies and Procedures

(per Section 48900 of the *California Education Code*)

A pupil shall not be suspended from school or recommended for expulsion, unless the Principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.

- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) 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.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school 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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

For purposes of notification to parents/guardians, and for the reporting of expulsion and suspension offenses to the State Department of Education, the school shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses enumerated in this policy.

Suspension Procedures

1. Suspension from Class by a Teacher

Suspension from class means the removal of a student from class by a teacher for the day of the suspension and the next school day. A teacher may refer a student for consideration of suspension from school for any acts listed in "Grounds for Suspension and Expulsion."

When suspending a student, the teacher will immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. The parent/guardian will be called to remove the student from the school immediately. The student will be appropriately supervised during the class periods from which he or she has been suspended until the student leaves campus with the parent/guardian or designee. A written notice of suspension will be hand-delivered or mailed to the parent/guardian within 24 hours.

As soon as possible, the teacher will ask the student's parent/guardian to attend a parent-teacher conference within 2 days regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and the Principal may attend if either the parent/guardian or teacher so requests.

A suspended student will not be returned to class during the period of suspension without the approval of the teacher of the class and the Principal. A student suspended from class will not be placed in another regular class during the period of suspension. However, if a student is assigned

to more than one class per day, he/she may attend the other periods of instruction. (Education Code 48910)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. (Education Code 48913) The student may be placed on temporary Independent Study during the period of suspension.

2. Suspension from School by Principal, or Designee

a. Pre-suspension Student Conference

Suspension will be preceded by a conference conducted by the Principal, or designee, between the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the administrator. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him/her and will be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the Principal, or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

b. Suspension Notice and Parent Conference

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to discuss the causes and duration of the suspension, and any other pertinent matters. The parent/guardian will also be notified in writing including the reasons for suspension and the date and time when the student may return to school. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911(d) and (f), 48914)

c. Administrative Actions

All requests for student suspension are to be processed by the Principal. A school employee will report the suspension, including the name of the student and the cause for the suspension, to the

Principal or designee. A report identifying the reasons for suspensions will be compiled and submitted to the Board for its review (Education Code 48911(e)).

d. Extension of Suspension

Any extension of the original period of suspension will be preceded with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. The conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Principal or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911(g))

3. Suspension by the Board

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against a student, it may hold a closed session if a public hearing would lead to disclosure of information that violates a student's right to privacy under Education Code 49073 - 49079.

The Board will provide the student and parent/guardian with written notice of the closed session by certified mail or proof of service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request will be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy shall be held in closed session. (Education Code 48912 and 35146)

Authority to Expel

A student may be expelled only by the Board. The Board will expel, as required by law, any student found to have committed certain offenses listed in "Mandatory Recommendation and Mandatory Expulsion."

The Board also may order a student expelled for any of the acts listed previously in "Grounds for Suspension and Expulsion" upon recommendation by the Principal and/or Staff Council based on finding either or both of the following: (Education Code 48915 (b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation for Expulsion

The Principal, or designee will recommend a student's expulsion for any of the following acts, unless the Principal, or designee finds that expulsion is inappropriate due to particular circumstances: (Education Code 48915)

1. Caused serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.

Mandatory Recommendation and Mandatory Expulsion

The Principal, or designee, will immediately suspend and recommend that the Board expel any student found to be: (Education Code 48915(c))

1. Possessing, as verified by a school employee, selling, or furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, and approved by the /Principal or designee.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit sexual assault or sexual battery.

Upon finding that the student committed any of these acts, the Board will expel the student and refer him/her to an alternative education program. The Board will set the review date for readmission for one calendar year from the date the expulsion occurred except on a case-by case basis the Board may set an earlier date. (Education Code 48916(a))

A student with a disability provided under the Individuals with Disabilities Education Act (IDEA) who brings a firearm to school may be removed from school for ten school days or less, and placed in an interim alternative educational setting that is determined by the student's individualized education program (IEP) team, for up to 45 calendar days. If the student's parents/guardians initiate due process proceedings under the IDEA, the student must remain in the interim alternative educational setting during the authorized review proceedings, unless the parents/guardians, school, and district agree on a different placement. Before an expulsion can occur, the IDEA requires a determination by a group of persons knowledgeable about the student on whether the bringing of a firearm to school was a manifestation of the student's disability. A student with a disability may be expelled only if this group of persons determines that the bringing of a firearm to school was not a manifestation of the student's disability, and the school follows applicable IDEA procedural safeguards before the expulsion occurs. Under IDEA,

students with disabilities who are expelled in accordance with these conditions must continue to receive educational services during the expulsion period.

Expulsion Procedures

1. Student's Right to Expulsion Hearing (Education Code 48918(a))

The student is entitled to a hearing to determine whether he/she should be expelled. The hearing will be held within 30 school days after the Principal, or designee determines that one of the acts listed in "Grounds for Suspension and Expulsion" has occurred. During this period, the student may be assigned work with an Independent Study Contract.

The student is entitled to one postponement of the expulsion hearing for a period of not more than 30 calendar days. The request for postponement will be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Principal or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension will be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters will be pursued with reasonable diligence and concluded without unnecessary delay.

2. Written Notice of the Expulsion Hearing (Education Code 48918(b))

Written notice of the hearing will be mailed to the student and parent/guardian at least ten calendar days before the date of the hearing. The notice will include:

- a. The date, time, and place of the hearing.
- b. A statement of the facts and charges upon which the proposed expulsion is based.
- c. A copy of the school's disciplinary rules which relate to the alleged violation.
- d. The opportunity for the student or parent/guardian to appear in person or to employ and be represented by counsel.
- e. The right to inspect and obtain copies of all documents to be used at the hearing.
- f. The opportunity to confront and question all witnesses who testify at the hearing.
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

3. Waiver of the Expulsion Hearing and Timelines

A student and parent/guardian may request a waiver of the expulsion hearing and expulsion timelines. If the waiver is granted, the student and parent/guardian accept the description of the incident as an accurate charge and agree that the offense is grounds for expulsion under the Education Code. The expulsion recommendation and waiver will then be submitted to the Board for review and final action. The student and parent/guardian retain their right to meet with the Board in closed session. The student will be notified in writing of the final Board action.

4. Conduct of Expulsion Hearing

a. Closed Session: The Board will conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student or parent/guardian requests in writing at least five days prior to the hearing that the hearing be a public meeting. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate whether the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and/or the counsel of the student will also be allowed to attend the closed session. (Education Code 48918(c))

b. Record of Hearing: A record of the hearing will be made by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))

c. Presentation of Evidence: While technical rules of evidence do not apply to such 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. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion." Findings of fact will be based solely on the evidence and testimony presented at the hearing. While no evidence will be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm. (Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search will be included in the hearing record.
(cf. 5145.12 - Search and Seizure)

d. Rights for Complainant: In a hearing in which a student is alleged to have engaged in sexual assault or sexual battery, the complaining witness will be provided with a copy of the applicable disciplinary rules. He/she will receive five days' notice prior to the scheduled testimony at the hearing. He/she will also be entitled to have two adult support persons of his/her choosing present during his/her testimony. All participants will be admonished that the hearing is confidential. Anyone being disruptive could be removed at the direction of the presiding hearing officer.

e. Rights for Closed Session: The complaining witness regarding allegations of sexual assault or sexual battery will have the right to have his or her testimony heard in a session closed to the public if the testimony might cause psychological harm to the complaining witness. Alternative

procedures such as a videotaped deposition or contemporaneous examination in another location communicated to the hearing room would be accepted. The complainant may request that the hearing be postponed for one school day in order to accommodate his/her physical, mental, or emotional needs.

f. **Prior Conduct Inadmissible:** Evidence of specific instances of a complaining witness's prior sexual conduct is to be presumed inadmissible unless extraordinary circumstances exist requiring the evidence be heard, as determined by the presiding hearing officer.

g. **Refrain from Contact:** Whenever an allegation is made of sexual assault or sexual battery, the complaining witness and accused student are to immediately refrain from personal or telephone contact with each other for the duration of the expulsion process.

h. **Subpoenas:** Before commencing an expulsion hearing, the Board may issue subpoenas for the personal appearance at the hearing of any person who actually witnessed the infraction at the request of the Lead/Teacher, designee or student. After the hearing has begun, the Board, the hearing officer, or administrative panel may issue such subpoenas at the request of the student, the County Superintendent of Schools, or designee. All subpoenas will be issued in accordance with the Code of Civil Procedures 1985-1985.2 and enforced in accordance with Government Code 11525. (Education Code 48918(I))

i. **Objection to Subpoena:** Any objection raised by the /Principal, designee, or student to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student before the meeting has begun. The Board's decision in response to such an objection will be final and binding. (Education Code 48918(I))

j. **Sworn Declaration:** A subpoena will not be issued if it would subject the witness to an unreasonable risk of harm by testifying at the hearing. However, the witness may be compelled to testify by means of a sworn declaration.

k. **Decision Within Ten Days:** The Board's decision on whether to expel a student will be made within ten school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

l. **Decision Within 40 Days:** If the Board does not meet on a weekly basis, its decision on whether to expel a student will be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

5. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom will be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel will conform to the same procedures as apply to a hearing conducted by the Board as specified previously in "Conduct of Hearing."

Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student will be immediately reinstated.

If expulsion is recommended, finding of fact in support of the recommendation will be prepared and submitted to the Board. All findings of fact and recommendations will be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918 (f))

The hearing officer or administrative panel may recommend that the Board suspend the expulsion for a period of one year.

5. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. (Education Code 48918(I)) The Board will maintain a record of each expulsion, including its cause. Expulsion records will be nonprivileged, disclosable public records. (Education Code 48918(j))

6. Readmission Date and Rehabilitation Plan

Upon ordering the expulsion, the Board shall set a date when the student may apply for readmission to a school within the district. For a student expelled for an act listed in "Mandatory Recommendation and Mandatory Expulsion", this date will be one calendar year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date will be no later than the last day of the semester following the semester in which the expulsion occurred. The Board shall approve a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review and assessment at the time of application for readmission.
2. Recommendations for improved academic performance, tutoring, counseling, job training, employment, community service and other rehabilitation programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Upon expulsion, a copy of the readmission procedures will be made available to the student and his/her parent/guardian.

7. Written Notice to Expel

The Principal, Board, or designee will send written notice of the decision to expel, or the decision to suspend the enforcement of the expulsion, and the educational placement for the term of expulsion to the student or parent/guardian within three days of the decision. The notice will inform the parent/guardian of the right to appeal such expulsion to the County Board of Education. (Education Code 48918 (i))

The notice also will inform the student and parent/guardian of his/her obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling school. (Education Code 48915.1 and 48918(i))

Suspension of Expulsion (Education Code 48917)

1. Upon voting to expel a student, the Board may suspend the enforcement of the expulsion order for one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. When deciding whether to suspend the enforcement of an expulsion, the Board will take into account the following criteria:

1. The student's previous behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.
2. During this period the student will be on probationary status.
3. The suspension of the expulsion order may be revoked by the Principal or designee if the student commits any of the acts listed in "Grounds for Suspension and Expulsion" or violates any of the school's rules or regulations governing student conduct.
4. When the suspended expulsion is revoked, the student will be expelled under the terms of the original expulsion order.
5. Suspension of an expulsion order will not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. The appeal must be filed within 30 days of the Board's decision to expel.

6. The Principal or designee will send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student and parent/guardian. The notice will also inform the parent/guardian of the right to appeal the expulsion to the County Board.

Right to Appeal (Education Code 48919)

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

Expulsion Placements (Education Code 48915, 48916.1)

The Board will refer expelled students to a program of study that meets all the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive elementary, middle, or high school.
3. Is not housed at the school site attended by the student at the time of suspension.

When such a placement is not available, expelled students may be referred to a program that is provided at another comprehensive elementary, middle, or high school.

The program for students expelled from grades K-6 will not be combined or merged with programs offered to students in grades 7-12. Students expelled from grades 7-12 may be offered independent study as a voluntary alternative to available classroom instruction with written consent by the student's parent/guardian.

Readmission (Education Code 48916)

On the date set by the Board at the time of the expulsion, the Board will consider readmission of the student. Readmission procedures will be as follows:

1. A written request for review of the expulsion action and a request for readmission will be submitted by the parent to the Principal or designee.
2. The Principal or designee will hold a conference with the parent/guardian and the student to review the student's rehabilitation plan. If it is determined that the student has met the provisions of the rehabilitation plan, the student will be readmitted to the district. The student may be assigned to a classroom, another instructional program, a rehabilitation program, or any combination thereof.
3. The Board may deny readmission if the student has not met the conditions of the rehabilitation plan or if the student continues to pose a danger to campus safety, other students, or employees.

If the student is denied readmission, a determination will be made to either continue the student's assignment in the alternative educational program or to assign the student to another program that serves expelled students. The Principal or designee will notify the student and parent/guardian of the decision and the reasons for the denial.

Maintenance of Record

The school will maintain a record of each expulsion, including the cause therefore. The expulsion record will be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. Records of expulsion are nonprivileged, disclosable public record. (Education Code 48918(j), (k) and 48900.8)

The Principal or designee will notify the District's about an expulsion from this school within five working days. (Education Code 48915.1)

Notifications and Reports

1. Notice to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Principal or designee shall notify appropriate city or county law enforcement authorities of any acts of assault with a deadly weapon or possession of a firearm. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the /Principal or designee shall notify appropriate law enforcement authorities of any acts relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind.

2. Reports to the State Department of Education

The school will maintain a record of each student's suspension or expulsion identified by the specific offense committed and will report the data to the State Department of Education.

(D) Procedures to notify teachers of dangerous pupils:

In situations where a pupil is a danger to self or others, staff will follow these procedures:

- Notify 911 (if necessary), the main office, the Principal, and student's parent/guardian.
- Principal or office staff will ensure that other staff are notified using text with Parent Square, and will issue lockdown orders if necessary.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Principal (if necessary).

(E) Discrimination and Harassment Policy:

Anti-discrimination Statement

Tree of Life Charter School does not discriminate in enrollment or employment on the basis of race, color, creed, gender, national origin, age, disability, sexual orientation, medical condition, veteran status, marital status, or any criteria protected by state or federal law.

Harassment

It is the policy that employees, students, volunteers or guests at the school or wherever TOLCS students are present in accordance with official school schedule are entitled to a harassment-free work and learning environment and will have management support in reporting any type of harassment or related inappropriate behavior, including sex discrimination, sexual harassment, or sexual violence they might encounter.

Harassment is verbal or physical conduct that has the intent or effect of unreasonably interfering with an individual's or group's work performance, or that creates an intimidating, hostile, or offensive work environment. The basis for harassment includes but is not limited to age, color, disability, national origin, race, religion, sex or sexual orientation.

Sexual harassment includes any unwanted or unwelcome attention or action of a sexual nature when submission to such conduct is made a term or condition of employment; or submission to or rejection of such conduct by the recipient is used as the basis of employment decisions affecting the recipient; or the conduct unreasonably interferes with an employee's job performance or student's learning activities; or the conduct creates an intimidating, hostile, or offensive work environment.

Reporting Harassment:

TOLCS's Harassment Policy assures employees, students, volunteers or guests support in reporting any type of harassment. Persons experiencing or witnessing any type of harassment should use the following procedure:

- Deal with it immediately, advising the person that the behavior is inappropriate and must stop.
- If the person experiencing or witnessing harassment prefers not to discuss the matter with the offender, or the offender fails to respect a request, report the incident to the Principal or to a Board or Cabinet member.
- Employees must report any information about student harassment to the Principal or to a Board or Cabinet member, even if a student or his/her parent does not want to file a complaint.

Employees who have information about violations of this Harassment Policy or Title IX of the Education Amendments of 1972 but do not provide this information to TOLCS or do not cooperate in any investigation are subject to disciplinary action. Harassment prevention training is made available to all employees annually.

TOLCS will promptly investigate all reported incidents and take any appropriate corrective or disciplinary action, up to and including termination. Information will be revealed only on a need-to-know basis. TOLCS will not condone retaliation against any employee who reports possible harassment or inappropriate behavior or who assists with an investigation.

Uniform Complaint Procedures

Tree of Life Charter School recognizes that it has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The school shall investigate and seek to resolve complaints at the local level. It shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

- Unlawful discrimination based on ethnic group identification, religion, age, sex, sexual orientation, color, ancestry, national origin, physical or mental disability, or any other criteria protected by law, including Title IX of the Education Amendments of 1972;
- Failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, childcare and development programs, child nutrition programs, and special education programs.

The school acknowledges and respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Board of Directors or its designee on a case-by-case basis. The Board shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Board or designee. Tree of Life Charter School recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Board shall ensure that the mediation results are consistent with state and federal laws and regulations.

Compliance Officer

Tree of Life Charter School designates the Principal and/or the Chair of the Board of Directors as the Compliance Officer and Title IX Coordinator. The Compliance Officer shall receive and investigate complaints and ensure compliance with law. The designee appointed by the Compliance Officer may conduct the investigation.

The following is the contact information for the persons designated to handle inquiries regarding the non-discrimination policies and complaints:

Principal and/or Chair of the Board of Directors

Tree of Life Charter School

PO Box 966

241 Ford Rd

Ukiah, CA 95482

707-462-0913

Procedures

The following procedures shall be used to address all complaints that allege that the school has violated federal or state laws or regulations governing educational programs. The Compliance

Officer shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

Level I

Any person expressing a complaint relating to a program activity, a possible violation of federal or state law, or the school's personnel policies is encouraged to discuss the matter with the individual allegedly responsible for the inappropriate activity, or to discuss the matter with the Compliance Officer. This should occur within three working days of the alleged act, and must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630)

- If such a discussion does not resolve the matter or a discussion appears to be impractical, the complaint should be submitted in writing to the Compliance Officer.
- The written complaint should be filed within five working days of the alleged incident or knowledge of the incident. The written complaint should contain the specific details describing the alleged violation of the program, law or personnel policy, and the desired remedy.
- Within five working days of receipt of the written complaint, the Compliance Officer shall hold an investigative meeting and attempt to locally mediate the complaint.

Level II

If the complainant is dissatisfied with the response or mediation attempt:

- The complainant should then, within three working days, request an appeal or direct intervention to the Board of Directors in writing, with copies to the Principal. Upon receipt of the complaint, the Board of Directors shall investigate and determine if inappropriate activity has occurred.
- Within sixty working days after receipt of the complaint, unless the parties have agreed to mediate and extend the timelines, the Board of Directors will respond in writing to the complainant with a report of their investigation and decision.
- The report, based on the investigation, shall state the findings of the complaint, what steps shall be undertaken to resolve or correct the problem, if any, notice of the complainant's right to appeal the decision to the California Department of Education, a detailed statement of all specific issues that were brought up during the investigation, and, in a discrimination complaint, notice of the right to seek civil law remedies no sooner than sixty days after filing an appeal with the California Department of Education.

Level III

If the complainant is not satisfied with the resolution of the complaint by the Board of Directors, the complainant may wish to contact a national or state agency. If so, the school will terminate the internal complaint procedure. The complainant may appeal in writing to the California Department of Education (CDE) within fifteen days of receiving the written report from the Board of Directors. An appeal to the CDE is accepted on a case-by-case basis. The CDE accepts appeals based on one or more of the following:

- Tree of Life Charter School (TOL) failed to comply with complaint procedures
- TOL failed to implement its final decision from a local investigation

- TOL failed to respond to CDE’s request for information regarding the complaint
- No action was taken by TOL within sixty days of receipt of the complaint
- All concerned persons are not in substantial agreement with the facts or conclusions relating to the allegations in the report
- TOL refuses to conduct an on-site investigation
- Documents regarding the complaint indicate that TOL officials interpreted and applied pertinent governing statutes inappropriately
- Another compelling rationale

Civil Law Remedies

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the school’s complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until sixty days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the agency has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

CONFLICT RESOLUTION AND PROBLEM SOLVING

Issues can often be resolved by using non-violent communication and the problem-solving process. Staff, students, parents, and other community members are encouraged to use the following procedures for solving problems:

1. Invite the person(s) you want to solve a problem with to meet with you.
2. Honestly express what you are observing and feeling without blaming or criticizing. The listener responds empathically by checking that what s/he is receiving is what the speaker wants to communicate.
3. Identify your needs, values, desires, or thoughts that are creating your feelings.
4. Clearly identify the problem. Gather and organize information about the observations, feelings, and needs through dialogue to identify the real problem or unmet needs of each person.
5. Make a request that would meet the needs of all parties. Share possible solutions, list criteria, predict consequences.
6. Agree to ideas/actions that would meet the needs of all parties and apply them.
7. Check in after applying the idea/action to examine its effectiveness. Meet again to find an alternative solution if the first solution is not working.

(F) Schoolwide Dress Code:

- Clothing must be clean, neat, and in good repair.
- Clothing must be appropriate for the weather.
- Good-fitting, supportive, closed toe shoes must be worn by the student to school for sports, walks, and play. If the student is not wearing these shoes to school, a phone call will be made to the parent/guardian to bring a pair of safe shoes to school. Students may

bring an extra pair of hard-soled non-sports shoes to change into at school and wear inside.

- A cap or hat with brim must be worn on walks and outdoor field trips longer than ½ hour to prevent sun damage and overheating. This cap or hat, labeled with child's name, should remain at school in the student's storage area. Sunscreen is recommended.
- A sweater, jacket, or heavy long-sleeved shirt, labeled with child's name, must be worn outside if the temperature is below 55 degrees Fahrenheit.
- Unmarked clothing that is not claimed from Lost and Found will be given to a charitable group at the end of each month.
- A complete change of clothing, labeled with child's name, in plastic or cloth bag needs to stay in the student's cubby in case of accidents and spills. If used, a replacement set needs to be brought to school the next day.
- If an issue arises about the inappropriateness of particular clothing for school, the class can hold a discussion about the issue and make a decision that applies to their class. This decision and any other change to the current Clothing Policy may be presented to Student Council, and if approved, sent to the Board for discussion and final approval or rejection.

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

Tree of Life Charter School

Parking, Drop Off, Pick Up Procedures

Vehicle Drivers: Working together we can ensure a safer parking lot and loading/unloading procedures for our students. Please note the areas in **BOLD** below that are YOUR action steps! See the beautiful color map accompanying this flyer.

Drop Off/Unloading: To drop off students, stay in the right-hand lane. The first 2 cars will stop in the 2 yellow rectangles and ONLY those 2 cars have 30 seconds to unload, then move on. Make sure your children are ready BEFORE reaching that station. Vehicles that are not ready may be directed by staff or volunteers to continue around the driveway and come back through the vehicle line or go to the parking area. Children exit the passenger side and will walk directly to the Main Gate, which is the only entry/exit point they should be using.

Parking: If you choose to park to drop off or pick up, stay in the left-hand lane and turn left at the end of the lane to the parking areas indicated along the back stalls. Make sure your children exit the vehicle and walk WITH YOU in the marked pedestrian walkway all the way to the Main Gate. If parking to pick up your children, have them walk WITH YOU in the marked pedestrian walkway all the way to your vehicle. *(Note that staff and disabled parking only is placed adjacent to the "through" lane so that visitors/parents will not park in the driveway or "pick-up & drop-off" lane and children will not be crossing the road there.)*

Pick Up/Loading: To pick up students, stay in the right-hand lane. The first 2 cars will stop in the 2 yellow rectangles and ONLY those 2 cars have 30 seconds load, then move on. Staff will bring children to the Main Gate during the first 15 minutes after school is dismissed. IF CHILDREN ARE NOT READY, driver will be directed to continue around the driveway and come back through the vehicle line or park

in the parking area and come to the Main Gate to get the children. On rainy days, drivers must park in the parking area and pick up their children directly from their classroom if there is not a school staff person at the gate to notify classrooms of your arrival. Students will be in childcare or after school tutoring if you arrive more than 15 minutes past dismissal time.

The 10 commandments of school parking lot safety

- I. Thou shalt not park in the pick-up & drop-off lane, at the ends of the stalls, or in any area marked "NO PARKING."
- II. Thou shalt not drop children off unless thou art stopped in a yellow loading/unloading rectangle.
- III. Thou shalt not park in the Staff Parking area unless thou art an employee of the school.
- IV. Thou shalt not allow children to walk to or from the Main Gate from or to the parking area without an adult, and thou shalt use only the Main Gate as thy entrance and exit point for school.
- V. Thou shalt remember to park in the designated parking area and driver or other adult walk to the office to sign in child to campus if you are arriving to school after 8:30 AM.
- VI. Thou shalt safeguard the safety of children by not driving in or parking next to the pedestrian walkway.
- VII. Thou shalt drive slowly (5 mph) and carefully (not using cell phone) in the parking and loading/unloading zones.
- VIII. Thou shalt ensure thy children are ready to exit the vehicle on the passenger side immediately after reaching a yellow rectangle, and thou shalt inform thy children each day about whether they are staying after school or will be picked up immediately (writing a note about this will help the staff too).
- IX. Thou shalt prepare and advise thy children and other drivers of thy children about the parking lot procedures and their purpose.
- X. Thou shalt heed the guidance of the staff and volunteer parking lot supervisors with good will and appreciation.

Wheeled Vehicles

- In accordance with Fairgrounds and TOLCS insurance policies, bicycles, skates, roller blades, skateboards, unicycles, shoes with wheels in the sole, or any other wheeled vehicles are not allowed to be ridden on campus. If the student is riding or using them to or from school, they must get off the vehicle or take off the wheels before they enter the Fairgrounds and campus.
- Students riding wheeled vehicles to school must wear a protective helmet as required by California State law.
- Parents/Guardians of students not following these policies and procedures will receive a phone call, and the student may be restricted from using these forms of transportation in the future as a consequence.

Field Trips

Field trips are extensions of our classroom environment. All field trips should have an educational purpose connected with the class's current curriculum. Field trips for amusement purposes are not acceptable for school time but may be arranged for weekends and breaks. Field trips of an athletic nature are permitted as part of the physical education curriculum.

- Students need field trip permission forms, emergency information forms, and medical release forms signed prior to participation in a field trip. The staff member in charge must carry a copy of these for each student participating, along with a small first aid kit. Drivers should have a copy of medical release forms for each student in their car, in case of accident.
- Field trips within Ukiah do not need to be pre-notified to parents/guardians unless they have requested it.
- Field trips outside Ukiah need to be pre-notified in writing or by telephone call to parents/guardians. Written notices should have a return slip indicating the parent/guardian has received the notice. Emailed notices and telephone messages need to ask for a reply that the message was received.
- Drivers for field trips need to have safe cars, seatbelts, and proper insurance. Make sure drivers have insurance forms called "Private Vehicle Use" forms, a copy of current driver's license, MVR (motor vehicle/driver report), and a copy of automotive insurance on file with the school before the trip. Visually check the car for good tires.
- Have drivers and chaperones read and sign the Field Trip Chaperone Guidelines before participating in field trips. This should be updated and renewed each semester.
- Make sure the drivers have a map or written directions, with the school phone number and, if possible, the destination's phone number. For long trips, plan a stop every 1½ hours for bathrooms and driver breaks. It's helpful to share cell phone number contacts, although parents/guardians need to be reminded that phones may not be used while driving.
- If you are unsure of your exact return time, have a contact parent/guardian you can call to notify other parents/guardians about your ETA.
- Remind students of appropriate behavior and good manners for each trip. Let them know what is expected of them and the trip plans.
- On long trips, have a student activity pack. Let the driver know the behavior you expect of your students in the car, and the activities planned for them to do. Students prone to motion sickness should be able to look out of a window frequently and have access to fresh air.
- It's recommended that students do not eat or drink anything other than water in vehicles. This prevents both car messes and sometimes motion sickness.
- Field trips involving any dangerous activities need special waiver forms for insurance purposes. These include swimming, other water sports, climbing walls, amusement park rides, boating, any trip to a body of water—ocean, lake, stream, etc. Some of these activities require additional insurance coverage or certificates of insurance from other programs. Field trips that include wading, swimming, or water sports must have a certified lifeguard supervising.
- A cap or hat with brim must be worn by students and staff on outdoor field trips in which students will be exposed to the sun for more than ½ hour. For this purpose, each student should have a cap or hat with brim, marked with the student's name, that stays at school

in the student's cubby when not in use. Students without hats can make and wear one out of paper or cardboard if necessary. Students may not participate in an outdoor trip of this length without a cap or hat. The purpose of the hat or cap is protection from sun damage, including heatstroke, sunstroke, sunburn, and skin cancer. Sunscreen is recommended.

- Use of bicycles for transportation is permitted if a student passes a bicycle road safety test, has rear view mirrors and reflectors on the bike, and uses a helmet and bicycle in good condition.
- Students under age 8 or 4'9" in height must use a car safety seat.
- Guests/Friends of students or visitors to the school are not allowed to participate in field trips. Drivers may bring their own children or children they are caring for, if permitted by the Guide in charge, and the driver rather than the staff must supervise these children.
- A school class may ask for donations or do fundraisers to raise money to cover the cost of field trips. This money may not be used to pay for gas or to cover expenses for drivers/chaperones who volunteer to drive or accompany a class on a trip. It may only be used to cover the field trip expenses of staff and students who attend Tree of Life Charter School.
- Students who have shown responsibility and the skills necessary will be allowed to plan, arrange, and participate in "going out" trips, which are student-planned trips which they arrange themselves for the purpose of research. They may walk, use public transportation, bicycles, or arrange for someone to drive them. Students using bicycles as a means of transportation must pass a road safety test, have their own helmets and bicycles in good condition with rear view mirrors and reflectors, and file a route plan with their Guide. All students who are "going out" must have parental/guardian permission for each trip and be accompanied by an adult.
- Students whose parents/guardians decide to exclude their child from field trip attendance will be expected to complete Independent Study work at home. Students who cannot attend a field trip due to accommodations needed by their IEP, 504 plan, or other reason determined by the classroom Guide may be allowed to attend school in another classroom if pre-arranged by the Guides and parents/guardians; otherwise, they will be expected to complete Independent Study work at home.

Driver and Private Vehicle Guidelines

Drivers and private vehicles being operated for Tree of Life Charter School purposes must meet or exceed the following guidelines:

1. All drivers must be approved by the school or site administrator.
2. The driver must be at least age 21 to drive for business purposes and age 25 if transporting students, possess a valid California driver's license, and have been continuously licensed for a minimum of 3 years.
3. Driver must be free of any medical condition that may affect his/her ability to operate a vehicle.
4. No alcohol or drugs will be consumed prior to, or while operating the vehicle.
5. The vehicle will be in excellent condition and repair.
6. The number of passengers shall not exceed the capacity for which the vehicle was designed.
7. No one may transport more than nine (9) passengers plus the driver in any vehicle.

8. All occupants must wear seat belts whenever the vehicle is in motion.
9. All students who are less than 8 years of age or under 4'9" tall must be properly secured in a rear seat, in a child passenger restraint system, meeting applicable federal motor vehicle safety standards.
10. The use of cell phones or other electronic devices while driving is prohibited.
11. Smoking a pipe, cigar, or cigarette/electronic cigarette in the vehicle is prohibited.
12. The driver accepts the added responsibility that comes from carrying extra individuals and, therefore, will be conscientious in obeying all driving rules and regulations in accordance with federal, state, and local laws. The California Supreme Court has eliminated protection of the former California Guest Law; therefore, a guest passenger may sue his/her host owner/driver.
13. The driver must provide a MVR (Motor Vehicle Report/Driver Record) dated within 30 days of filing an application to drive and have an acceptable driving record as determined by the Tree of Life Charter School policy. The Tree of Life Charter School reserves the right to require a current H6 Motor Vehicle Report (10-year MVR) and/or accident reports for determination of driver eligibility.
14. Driver must have an automobile liability insurance policy and assume all responsibility for all physical damage to the vehicle. When driving a personal vehicle while on Tree of Life Charter School business and involved in an accident, by law your liability insurance policy is used first. The Tree of Life Charter School liability policy would be used only after your policy limits have been exceeded. Minimum liability limits of insurance required are:

Bodily Injury	<u>\$100,000 each person; \$300,000 each occurrence</u>
Property Damage	<u>\$50,000 each occurrence</u>
<u>or</u>	
Combined Single Limit	<u>\$300,000 each occurrence</u>

15. If the above conditions change and/or cannot be met, applicant will no longer participate as a driver until the requirements can be met.

Field Trip Chaperone Guidelines

Thank you for volunteering as a field trip chaperone. The purpose of the adult in the Montessori educational philosophy is to be a model and a guide for the children. Through our own enthusiasm for learning, our children learn to love learning. Through our own good manners and behavior, our children learn what behavior is appropriate in different situations. Through our own adherence to laws, rules, and regulations, our children learn to respect limits and government. Below are the school's guidelines that we expect field trip chaperones to follow. If you cannot agree to these, please let the Guide/Teacher know and we will find someone else to volunteer.

Please read carefully and initial each element you agree to follow:

- _____ 1. Drivers must have a copy of their driver's license, proof of current insurance policy or Auto ID card, Motor Vehicle/Driver Record (dated within past 30 days), and Private Vehicle Use Application on file in the office. Vehicles must be in good repair.

_____ 2. Observe and pay attention to the students (rather than talking with the other adults on the trip OR talking/texting on your cell phone). Monitor their behavior and ask them to stop any inappropriate behavior. Model appropriate behavior.

_____ 3. Some examples of inappropriate behavior are: talking too loudly in a public place, interrupting a speaker, talking to someone else while the speaker is giving a lesson/presentation, touching or bothering someone during a lesson/presentation, using foul language, climbing on buildings or monuments, walking off pathways on garden or lawn areas or on private property, running inside buildings, running ahead of the group.

_____ 4. Follow rules and laws, and make sure the students follow them, including: refraining from use of cell phone while driving, refraining from texting while driving, crossing the street at sidewalks or corners (not jaywalking), adhering to speed limits, making sure all passengers are safely seated with seatbelts before driving, making sure all passengers keep their limbs inside the vehicle, signaling when turning or changing lanes, walking on sidewalks rather than in the street, walking facing traffic and close to the edge of the road when there is no sidewalk, following any rules that are posted.

_____ 5. Talking on cell phones or texting while driving is prohibited by school policy. This includes the use of hands-free or headset phones, as research has shown they affect a driver's ability to concentrate. We want our students to be as safe as possible. In general, leave your cell phones off during driving and while supervising children. (Leaving your cell phone on and glancing at it to find out who called may be dangerous while driving.) Check your messages and make brief calls, if necessary, when your group makes a stop. Then, turn off your cell phone again and attend to the children. This not only helps prevent accidents, but it is basic respectful behavior.

_____ 6. Students are not to eat food nor drink beverages other than water in the car. This prevents the driver from being distracted with opening containers and spills, and in some cases prevents car sickness. The Guide/Teacher will indicate where or when to make a meal stop on long trips. Otherwise, we take trips that are short enough that students do not need to eat. Students may only eat and drink their own food and beverages - sharing is not allowed due to allergies and family food preferences. **DO NOT BUY FOOD OR DRINKS FOR CHILDREN IN YOUR VEHICLE.** Remember that you are being a model and guide, so please follow our school nutrition policy of no refined sugar or artificial sweeteners while on field trips.

_____ 7. Drivers may play music suitable for the age of children they have in the car. Movies/Videos are not allowed on school field trips. Students may have work packets or books, if it does not cause them car sickness. Quiet conversation and car games (alphabet travel games, I spy, license plate games, etc.) are encouraged. Students may not bring or use electronics, such as music players or games.

_____ 8. Model enthusiasm for learning by demonstrating active listening skills with presenters, reading information and pointing out interesting items in exhibits, and discussing with the children what they are learning about on the trip. If you have expertise about a particular subject, please share it with the group.

_____ 9. Let the Guide/Teacher know if there are any difficulties with particular students. Remember that some students may have situations or disabilities that are not common knowledge. You may not understand why they are misbehaving, but the Guide/Teacher may know. If the situation is handled in a way you don't understand, remember that there may be extenuating circumstances.

Thank you for volunteering to help our children as a chaperone. We really appreciate your service.

Driver's Signature _____

Date _____

Appointments, Early Pick-up, Late Pick-up

Parents/Guardians should notify the school about appointments or changes in pick-up times at the beginning of the day by note or phone call to the office, so staff will be prepared and not puzzled! Students arriving or returning after 9 AM or being picked up before dismissal time need to be signed in/out in the office by the adult transporting them. Please do not enter the classroom before dismissal time to pick up your child early unless needed for an appointment or emergency. Students arriving more than 15 minutes early or picked up later than 15 minutes after dismissal time will be checked in to Child Care. An attempt to contact families who are unexpectedly late for pick-up will be made after 15 minutes.

Visitors and Volunteers

Visitors and volunteers at the school are required to sign in and sign out in the office in the logbook. Logbook includes date, time in and out, name, and reason for being on campus.

Parent/Guardian In-Class Volunteer Guidelines

- Please read the school's Discipline Policy and discuss with the staff anything that is unclear to you.
- Please read the handout entitled "Motivating Cooperative Behavior" by Jane Bluestein, Ph.D.
- Please sign in and out at the office each time you volunteer on campus. Remember to record your hours!

The following suggestions will help you provide a respectful and efficient learning situation:

Be patient. You represent a change and change sometimes produces insecurity. Patience, understanding, and respect will eliminate distrust. Be especially patient with your own child.

Expect good behavior. Students tend to respond to whatever we expect of them.

Be fair and consistent. Students must know what to expect of you and what you expect of them in return. Uncertainty is a cause for misbehavior.

Avoid ridicule, sarcasm, insults, accusations, threats, and bribes.

Recognize the importance and uniqueness of each child. Treat each child impartially to the best of your ability. They need help, understanding, and encouragement, not lectures.

Have materials ready. Groups waiting for materials can get disruptive.

Give students responsibilities. Students like to help and giving them responsibilities suited to their skills and understanding helps create a sense of belonging and helpfulness.

Be positive and keep your sense of humor.

Use common sense when setting limits and guidelines for children. When they understand why there is a limit or rule, they are more likely to follow the guideline.

When giving lessons, the following guidelines will be helpful:

- **Use appropriate language for the students' level of understanding.**
- **Present one point or direction at a time.**
- **Move from the known to the unknown.**
- **Stop often and review.**
- **Do not hesitate to repeat.**
- **Provide opportunities for questions and/or clarification.**
- **Ask questions which will draw out students, rather than overload them with knowledge.**
- **Provide for active participation by the students.**
- **Ask students to help with cleaning the work area and putting away supplies.**

Respect: We expect students to treat others respectfully. If a student forgets, give a gentle reminder or question about the behavior. Use I-messages: I hear that you forgot.... I see that you forgot... I feel uncomfortable when you...

Safety: We expect students to act in a safe manner. Students may not damage persons or physical property, and they may not put themselves or others in danger. The supervising adult must stop any misbehavior of this type immediately.

If you feel a student is having difficulties you do not want to handle, please refer the student to the classroom Guide.

(H) Safe and orderly environment conducive to learning

Cleaning and Maintenance

TOLCS wants to serve as stewards and protectors of our planet, so we want to eliminate unnecessary waste and use earth-friendly products. We also want our environment to be cleaned in a way that is healthy to the living things in it and takes into consideration people's sensitivities and allergies. We want our work environment to be healthful, aesthetically pleasing, safe, and uncluttered. As part of our Practical Life Curriculum, students learn responsibility and daily living skills through helping to maintain and clean their school environment. In addition to this learning aspect of maintenance, involving students and families in these activities helps to develop a sense of community and pride in our school.

- All cleaning products, purchased or made, should be as non-toxic as possible.
- Whenever possible, organic, earth-friendly cleaners without added perfumes should be used.

- Whenever possible, non-disposable, re-usable tools and supplies should be used. (For example, cloth towels, cloth dusters, washcloths, cloth and sponge mops, etc. are preferable to paper towels, disposable dust wipes, and disposable paper/fiber mop heads.)
- In order for students to learn housekeeping and cleaning skills, as well as responsibility for their environment, students will undertake the daily cleaning of their classroom, including washing tables and work surfaces, dusting and cobweb removal, sweeping and/or vacuuming, windows and mirrors, and tidying. Procedures will be taught through modeling and demonstration to students by the staff. Each student will complete satisfactorily at least one school maintenance job each day.
- We expect students to clean up any messes they have made while working, eating, or playing inside or outside their classroom, leaving their area and materials clean and ready for the next person. Students should put away materials when they are finished with them or before getting out a different work or changing activities. If something needs to be left out to continue later, it should be put in a place where it will be out of the way and labeled with the student's name. If more than one person is using equipment, the last persons to use it should put it away.
- Daily cleaning includes any food preparation or restroom areas the students and staff use. The school will provide once daily restroom cleaning by a licensed and bonded cleaning service or maintenance employee. Adult staff will be responsible for any additional toilet and urinal cleaning that needs to take place during the day, using procedures to prevent transmittal of blood-borne pathogens. Gloves will be provided and used by staff for incidental restroom cleaning that becomes necessary.
- Cleanliness will help prevent pest problems. No chemical pesticides that are toxic will be used in our environment. Organic deterrents, such as citrus peel sprays, vinegar solutions, or boric acid powder, are acceptable.
- Students and staff will recycle and dispose of trash in the proper receptacles. Food other than meat products should be put in the compost bucket or bin. Vegetable matter may be chopped and put in the worm box. Plastic, metal, glass, and paper should be put in their proper recycling containers.
- Deep-cleanings by family volunteers will be scheduled during school breaks in winter, spring, and summer. These may include cleaning and acrylic floor finish, carpet cleaning, moving furniture to vacuum corners and hidden areas, furniture and materials cleaning. Additional cleaning duties, including the above, will also be performed by a maintenance employee.
- It is the Guide's responsibility to ensure that the classroom environment is prepared for the students' use. This includes making sure that broken materials are repaired, missing materials are replaced, supplies getting low are reordered, the environment is aesthetically pleasing and uncluttered, standard of cleanliness and tidiness is high.
- Lighting affects virtually every function of the body, so it is important to health. Natural sunlight provides the best quality. Replace lights that flicker or hum in a timely manner. Guides need to make sure classroom lighting is sufficiently bright (30-50 FC or 300-500 LUX) to prevent eyestrain during work times when students are reading, writing, or otherwise needing to see well.
- Fresh air provides the oxygen our bodies need to function. Open windows on pleasant days. Make sure that intake vents on air conditioning systems are not blocked. Have

filters cleaned or replaced regularly. To help students stay focused, recommended temperatures for thermostat are 68 degrees in the winter and 74 degrees in the summer.

- Playground areas need to be checked daily for safety. Repair or remove any potential hazards; cordon off or block access to hazards that cannot be removed.
- The Parent Council Maintenance committee and school's maintenance employee are responsible for any regular repair and maintenance of the school that is not regularly done by students and staff. The School Administration will arrange for maintenance of the HVAC systems and carpet cleaning, if not done by the maintenance employee.
- We expect parents/guardians and families to participate in school maintenance in at least one of the following ways: 1.) Participate in a school work day, usually held on weekends; 2.) Help classes with cleaning by doing a weekend or evening cleaning; 3.) Help with weeding, pruning, or other yard work; 4.) Help with normal use repairs, such as repainting, replacing lights, etc.

Playground and Restrooms

- The playground always needs adult supervision during group physical education and break times.
- Students who want to work outdoors must have previously shown that they are responsible and self-disciplined. They must receive permission from their Guide, notify their Guide of their work location, and must sign-out on either a board or sign-out sheet. The Guide or assistant staff must be able to visually supervise the outdoor location from the classroom.
- Students using an outside restroom must follow their class procedures, and they must sign-out on a sign-out sheet. (Class procedures may include the number of students that may use the restroom at a time, whether permission must be asked first or not, whether students may go alone or need a companion, preferable times, bathroom pass, etc.)
- All play or sports equipment needs to be returned to its storage place after use. Any equipment that is not returned and has to be picked up by staff will not be available for student use the following week. Students should be guided to put away equipment when they are done using it, and everything should be put away before morning and lunch line-ups. Students should not be allowed into their classrooms until it has been verified that all equipment has been put away, clothing picked up, and trash thrown away. At the end of After School Care, all equipment should be put away, clothing picked up, and trash thrown away. On the last day of the week, equipment carts should be brought inside for safekeeping over the weekend or holiday.
- Equipment that is broken on purpose or through misuse or is lost by a student needs to be replaced by that student.
- Playground conflicts should be resolved by standard conflict resolution procedures: each person can state what happened and describe feelings using I-messages and observations, discrepancies in versions can be discussed, think back to the causes and discuss them, propose solutions and preventions that meet everyone's needs, decide and agree on an action, evaluate the results.
- If there is only one adult supervisor and an emergency occurs or a student needs first aid, see if another adult is available. If no one is available, call all of the children inside while the emergency is being taken care of.

- To prevent injuries and to promote an attitude of respect for each other's bodies, tackle games and roughness will not be tolerated.

Eye Protection

Students and staff need to use eye goggles when using hammers, drills, saws, or any tool that may cause a particle to become airborne.

Students and staff need to use eye goggles when working with chemicals or burners during science lab.

Students Using Tools

- Students need to be supervised by an adult while using tools.
- Students need to wear eye goggles when hammering, drilling, or sawing.
- Students need to be shown by an adult the safe and proper way to use tools.
- Students who show they are not able to use tools safely will not be allowed to continue using them.

Students and Science Lab

- Students need to use eye goggles when working with chemicals or burners.
- Clothing protection and hand protection should be worn as necessary and determined by the staff depending on the experiment.
- Students must receive lab safety training and pass a written lab safety test before being allowed to work in the lab independently.
- A small fire extinguisher needs to be immediately available in the lab area.
- An eye wash station or eye wash squirt bottle needs to be filled and available in the lab area.
- A hose-off area needs to be available immediately outside the classroom, in lieu of a shower, for treatment of chemical spills on the body.

Computer and Internet Use

- Students need to receive lessons from the staff on computer use, start up, shut down, etc. before using a computer.
- Students need to be shown how to correctly insert disks or other memory storage devices, and to always remove and store them after use.
- A computer use sign in/out sheet is recommended to monitor who is using the computer and how much time each person spends with it.
- Students using the Internet must have a permission form signed by their parent/guardian each school year.
- Students using the Internet must abide by the school's safety policies, which must be posted in the classroom near the computers.
- Students must always get permission from staff before using the Internet. Only the staff may have the password. This ensures that staff members always know who is on the Internet.
- Students using computers roughly or incorrectly will not be allowed to continue using them. Students not following the computer and Internet use policies will not be allowed to continue using them.

- Students who follow the policies may bring and use their own laptop computer at school for research, project, and writing purposes.
- Laptops should be used on a table and be at least 8” from the student's body.

Safety Rules for Students Accessing the Internet

- You must get permission from a Guide each time before you use the Internet. You must have a plan for use, and the Guide must be available to check the sites you visit.
- Tell your Guide right away if you come across information or a web page that makes you feel uncomfortable.
- Never give out personal information such as your full name, address, telephone number, or personal e-mail on the Internet. Use your first name only.
- Never send a person your picture or anything else on the Internet without checking first if it is safe and allowed with your parent/guardian or Guide. Parent/Guardian permission is required before your picture can be posted on our Website.
- Do not use the school computers and Internet for personal e-mail.
- Never agree to actually meet someone you’ve “met” online unless you have your parents’/guardians’ permission. Even then, meet in a public place and bring along one of your parents/guardians.

Playground Supervision Tips and Techniques

- Supervisors should be:

Aware	Calm	On time	Consistent	Fair
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- Duty tips:
 - Know the playground rules and boundaries and enforce them consistently; know trouble spots
 - Arrive early to supervision area and scan for hazards; report broken or defective equipment by writing a note or texting principal; block off problem areas using safety cones/rope
 - Bring out the caddy with small first aid kit, emergency binder, phone, ball pump, incident log
 - Eliminate inappropriate behavior quickly by reminding and redirecting
 - Keep children in view at all times; children should not be allowed to return to the classroom without a staff member
 - Prevent children from playing in and around restrooms and water stations
 - Do only necessary talking with other staff while on duty
- Supervisors should be aware of:
 - Inappropriate games, e.g., tackle football
 - Chase games in the play structure area
 - Team/game sizes, keeping games to an appropriate number of players
- Tips for supervising:
 - Divide play area into manageable areas for supervision
 - Strictly enforce off-limit areas

- Close areas if you are short of supervisors
- Do not allow food or choking hazards in the play area
- Do not leave children on the playground alone if you are the only supervisor and need to go inside to make a call or do first aid—bring all the children inside with you
- Get in close proximity to possible confrontations, intervene immediately and eliminate inappropriate behavior
- Suggest that students who are standing around get involved in games
- Recognize your role as a play area supervisor or as an activity leader:
 - As a supervisor, avoid umpiring games, clustering together with other staff, and joining into games with children
 - A supervisor's role is to keep kids safe, not to be a play facilitator
 - A supervisor is constantly scanning and moving around within the assigned zone; be aware when another supervisor is not scanning due to addressing an issue
 - As an activity leader, leading the children or modeling the activity is part of the job
 - Depending on the number of staff available, your role may change from day to day
- Supervisors should also:
 - Require all parents or visitors to check-in at the office
 - Report strangers immediately

After School Enrichment Program

Students get their belongings and gather to do Move This World 15 minutes before dismissal. (3:00)

If not raining:

Students line up with their belongings after Move This World and jog with classroom staff member to gate; students directed to put backpacks and belongings along fence; directed outside game until 3:15

(3:15) 15-minute dismissal/pick up break time: staff supervise students and direct them to stand by gate as soon as their car is in line

One staff member gets names of students needed as vehicles arrive and uses bullhorn to let person at gate and student know who's coming up

One person at gate makes sure students load quickly into the first two vehicles

Schmooser schmoozes...gives handouts, checks in, recruits volunteers, helps with quick car loading

(3:30) After 15 minute dismissal/pick up time: take belongings and place along play structure border and line up for bathrooms; one staff supervise bathrooms and sign children in on clipboard; one staff supervise playing on play structure or tag game in yard. If weather is nice, students stay outside until 4:30.

When gathering students to go inside, have students line up with all belongings. No one goes inside until all equipment is put away. Walk to MP Room. Reminder to use inside voices as they enter, and to put belongings by entry in cubbies or on hooks.

AFTER CARE ACTIVITIES PROGRAM

3:15 Release Days (Regular Mon, Tue, Thurs, Friday Schedule)

3:15–3:30 Student Pick Up

3:30–4:30 Outside recreation time (weather permitting)

4:30–5:30 Indoor games/art activities

1:30 Early Release Days (Wednesdays, Guide-Led Conferences)

1:30–1:45 Student Pick Up

1:30–2:30 Tutoring with Sara

1:45–4:30 Outside recreation time (weather permitting)

4:30–5:30 Indoor games/art activities

2:30 Early Release Days (Student-Led Conferences, Last Day of School)

2:30–2:45 Student Pick Up

2:45–4:30 Outdoor recreation time (weather permitting)

4:30–5:30 Indoor games/art activities

Playground Rules

Play Structure:

No balls, ropes, other toys or items are allowed in the play structure area.

Students using horizontal bars (monkey bars) may not climb on top of the bars. They are to be used to cross from one side to the other by hand. Crossing is done in only one direction. The access ladder for horizontal bars or rings is the starting point.

Only one person at a time should be crossing a set of horizontal bars or circles. The next person may wait on the ladder until the previous person has dropped or finished crossing. Only one person at a time may wait on the ladder. The person who has finished crossing should climb down so that the next person may cross and land safely.

Children should not touch another person who is climbing or on horizontal bars/rings; they should not walk or stand underneath them.

Wood chips and rocks stay on the ground.

Field:

- Play equipment is to be used appropriately for type, safely, and non-violently. Items should be used in areas appropriate to their purpose.
- Soccer balls, footballs, and kick balls are to be used in the grass field area. Using soccer balls on asphalt tears their covers. Kicking balls in the asphalt area is too dangerous and may break

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windows.

- Basketballs and four-square balls are to be used on paved surfaces and are not for kicking.
- Hoops may be used to hula hoop, to roll, or to mark places for games on the field. Hoops should not be used for “horse and driver” because it tends to bend them out of shape.
- Ropes are for jumping and to mark places for games on the field. Ropes may not be used for tying people up. Ropes may be used for “horse and driver” if used carefully and the horse places his/her thumbs behind the rope at the waist.
- Plastic or foam batons may be thrown on the lawn for target games (hoops may be used as targets, either rolling or lying flat on the ground). Foam batons may be used for tag games. Plastic batons may be used for hurdles and standards for field games. Plastic and foam batons may not be used to hit others or as pretend weapons.
- Dodgeball games may be played with foam balls on the field. Foam balls should not be used on the asphalt as it tends to tear the cover off the balls.
- Play equipment should be put away by the persons using it when they are finished. All equipment should be put away before groups or classes line up to come inside. There should be a “clean up time” BEFORE “line up time.”

Sandbox:

- After removing the sandbox cover, partially fill a bucket with water to use for rinsing hands.
- Sand needs to be kept inside the sandbox.
- Sand is not for throwing, because that is dangerous, and it could get in eyes.
- Shoes need to stay ON.
- With permission of a teacher, small amounts of water may be brought to the sandbox to help with forming when the sand is dry. It works well to fill one of the large buckets and let children take the amounts they need with smaller buckets and scoops.
- As in the classroom, students should respect and be careful of the work of others. However, work cannot be saved once a child leaves the sandbox area to do another activity or after clean up time.
- 5 minutes before the USUAL clean up time, students put away all sandbox toys and help to cover the sandbox. Always cover the sandbox between uses to prevent cats from using it as a litter box. Shoes may be taken off to empty out any sand in them, and then put on again. Hands should be rinsed in the bucket, NOT IN THE BATHROOM SINK OR DRINKING FAUCET because they get clogged.
- Sandbox needs to be covered when not in use so that it does not become a cat litter box.

General:

- Students should always be in view of adult supervisors. If you cannot see the children and there is not another adult, areas may be cordoned off by rope or other markers. This especially applies to before and after school times.
- Shoes with closed toes need to be worn outside and need to stay on while outside to protect feet from sharp objects. (An exception can be made for small areas a teacher has inspected and cordoned off for a particular activity. The teacher should explain why the particular case is an exception, and that children need to keep their shoes on at other times.)
- Students may play basketball or do other activities in the stable area if an adult is supervising

the area.

- Students may not play behind (north side) the Sr. Elementary classroom where it is difficult to supervise visually.
- Because it's difficult to add in a person to a group game that has teams, group games should be announced in advance before forming teams. After teams are formed, all teams need to agree that the teams are fair before starting the games. Players should stick with the game for the full recess time, and no new players may be added.
- If making and testing paper airplanes is a permitted activity, students must clean up their planes. It's recommended that each student just make one at a time. If they are testing different models, they may make one of each model.
- Any arts and crafts, box games, board games, card games should be cleaned up by the people using them before they leave the activity. These should be done on tables or floor mats appropriate to the activity and location. Musical instruments used outside should be placed on a mat to protect their bases, not directly on the ground.

Consequences:

- Consequences should fit whatever is going on and should include peacemaking procedures if appropriate.
- Students playing with a group and doing activities appropriately have the consequence of being able to continue to play.
- Students who are having difficulty complying with game rules should be coached to state what the rules are, and then asked if they will be able to follow them. If not, they are invited to try a different activity for the rest of the play time and try again the following day.
- Students who are having a difficult time interacting socially with others may need coaching on acting appropriately. If they continue to cause a problem with others, a peacemaking meeting may be in order. If they are unable to cooperate with peacemaking, then they are invited to take some time to ground themselves before meeting. Ask them to let you know when they are ready to make peace, and until then they may not re-engage with others.
- Students who purposely damage equipment either maliciously or due to misuse are required to replace or repair the equipment (if repairable). The student's parents/guardians may need to be notified about this...a student response form is useful for this purpose.
- If students consistently refuse to clean up or put away toys, games, equipment, either those students may lose the privilege of using those items, or staff may put away items for a period of time.

(I) Rules and procedures on school discipline, discipline policies, conflict resolution

Discipline Policy

Our Montessori environment encourages students to become **self-disciplined**. The physical objects, the adults, and the students are all part of this environment. The adults in this environment are responsible for establishing a successful working relationship with each student. This is accomplished by being supportive, showing respect, and establishing rapport.

The adults show support by reflecting the student's feelings through paraphrasing verbal and non-verbal messages, by using conversation to relate event to relationship or feelings, to relate from

general to specific, and to ask questions about specifics. Students are given acknowledgement and appreciation for help given, accomplishments, efforts, time taken to do a task well, and benefits of an action. The adults show respect for the student by: using constructive criticism and gentle reminders to point out what to do differently; expressing personal emotions through “I-messages” without attacking the child; and being non-judgmental by avoiding labeling, insults, prophesying, threats, accusations, bribes, bossing, sarcasm, and stereotyped responses. Rapport is established by sharing interests and warmth, and by using humor and a sense of fun.

A helping approach to discipline is used to encourage volitional, social, and emotional development of each student by allowing choices to be made by the student and by teaching social and emotional skills. The environment provides for the student’s physical needs, safety and security, social development, self-esteem, and self-actualization. When a student’s needs are not met, the student will show symptoms often termed “inappropriate behavior.” These may include innocent behavior, volitional behavior, psychological outcomes, emotional expression, social need, rule testing, and rebellion. Some of these are the result of conditions at the student’s home or previous psychological or emotional trauma, while others are a matter of developmental level. In any individual case, a student who is disruptive or violent will be removed from the situation, and an adult will help the student to find an appropriate activity and/or to process their feelings and needs. Students will be taught how to meet their own needs and how to handle their emotions in a non-violent way. Through the development of will, knowledge of appropriate behavior, and an environment suited to the student’s physical, social, and emotional needs, the student becomes self-disciplined.

Children who have committed an act of physical violence or whose behavior continues to be unsafe or seriously disruptive will be removed from the classroom, and parents/guardians may be contacted to remove them immediately from the school. Parents/Guardians will be notified about the incident. Further actions per the following guidelines for suspension or expulsion may then be considered.

Grounds for Suspension and Expulsion (per Section 48900 of the *California Education Code*)

A pupil shall not be suspended from school or recommended for expulsion, unless the Principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) 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.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any

other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school 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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, Principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

For purposes of notification to parents/guardians, and for the reporting of expulsion and suspension offenses to the State Department of Education, the school shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses enumerated in this policy.

Tree of Life Charter School

Discipline Issue Response Guide

Schools beginning as young as preschool have had a tremendous increase in children with violent and disruptive behavior over the last few years. Possibly this is related to a change in culture in which children are exposed much more to violent media, lack of consequences from parents, and lack of positive attention at home. In addition, younger children are using electronic devices for games and communication, so they are not getting the formative experiences of interacting directly and face-to-face with others.

There is a “gray area” where discipline issues concern students with medical or psychological diagnoses, physical or mental impairment, 504 plans, or special education plans. By law, suspensions or expulsions must address whether or not the conduct in question was caused by or had a direct and substantial relationship to the student's disability, OR was it the direct result of the school's failure to implement the student's 504 or special education plan. The student may only be excluded from school in the same manner as nondisabled children if it is determined that the misconduct was not caused by the student's handicap and that the student was appropriately placed. However, a student may be removed from a classroom or school if s/he is a danger to self or others.

In addition, there is the state law with the purpose of reducing the number of suspensions and expulsions of young children in grades K-3. It was found that many suspensions of young children were due to “normal immature behavior” and that suspension was not an appropriate consequence for these behaviors. They cannot be suspended for disrupting school activities or defiance of school authorities.

Our school policy states: “Children who have committed an act of physical violence or whose behavior continues to be unsafe or seriously disruptive will be removed from the classroom, and parents/guardians may be contacted to remove them immediately from the school. Parents/Guardians will be notified about the incident. Further actions per guidelines for suspension or expulsion may then be considered.” So please note that children with disruptive or defiant behavior must be enrolled in grade 4 or up for the consequence of suspension. The State is recommending in-school suspensions, if necessary, as a way of decreasing the amount of time a student is out of school and not learning. Currently we are using a consequence of working in a different classroom/environment for students being disruptive or uncooperative, and some students are referred for in-school suspensions in the office. In both cases, these students should have plenty of work that they are expected to do in the alternative environment.

Another “gray area” has to do with whether what a student did was actually an act of intentional physical violence and did harm to others. Sometimes an incident that causes harm was an accident, but the person who got hurt may not have perceived it that way. Sometimes it is playful jostling or pushing or roughhousing and was not intended to harm. Sometimes it is self-defense, which according to state law is not suspendable. This is why processing the situation with the students concerned, as well as witnesses, is really important to gathering information about what actually occurred and what the intent was. Any purposeful act of physical violence toward another, not in self-defense, is suspendable. It is up to the classroom teacher or principal to decide if it is serious enough for suspension to be the consequence. If so, a Suspension Notice form must be filled out, signed by classroom teacher and principal, and given to the parent/guardian when the child is removed from school for a full school day or longer. Independent Study must be prepared for the student to do at home during the suspension.

Whenever possible, other means of discipline, such as resolution, reparation, or restorative justice, is recommended.

So, some advice and reminders:

A. Sometimes it is hard to know EXACTLY what happened, and in those cases, it is best to lean on the side of leniency and not suspend. Doing a conflict resolution process mediation or “heart talk,” usually after a brief calming down session, would be in order. This may include problem solving, depending on the issue, which usually clarifies what happened.

B. There are 2 staff persons in each classroom (usually). One should take care of the behavior issue, so the other can continue with the educational activities. Please do not use the office as a “time-out” room unless you are missing your classroom partner. Designate a place in your classroom or just outside your classroom for this purpose instead. A staff person should be near the person(s) taking some time out. After the time out or break, the issue should be processed.

C. Remember to use the Heart Talk steps: Observation (When I see/hear...), Feeling (I feel...), Need (because I need...), Request (Would you be willing to...?) For the purpose of solving a conflict or problem, identify exactly what the problem is, gather information and organize it, clarify facts, brainstorm possible solutions and analyze them, decide on a solution to apply and try it. Sometimes the solution needs to be evaluated after it is tried to see if a different solution will work better. Reparation or restorative justice can be part of the solution. Remember to stay calm, to not let students' comments "get" to you, to find the real message behind the comment, to state observations and not judgments. It's hard, but we get better as we practice. When you have taken time to develop friendly relationships with students, they will trust when you listen empathetically to what they are telling you, and often they will then be more amenable to working something out and repairing any damage or relationships that were harmed by their actions or words.

D. Incident Reports are how we are keeping track of discipline issues. There are three sections: 1. Who was involved; 2. What was the incident? 3. How was it resolved? Staff will keep track of any violent incidents and whether parents were contacted. Blank forms will be kept in each classroom and after care caddy. Filled out forms are turned in to the green folder in the office. Staff will allow all parties to "cool off" before attempting a peace talk. The feelings/needs cards are very helpful when students are trying to identify what they are feeling.

E. Assistants or Guides who process situations with students from other classrooms or during recess/lunch or childcare should make sure the students' classroom Guide gets a copy of the Student Response Form to communicate what occurred and can follow up with the parent/guardian in getting the signed form back or in having a discussion with the parent/guardian and the student.

F. And the "best practice" is to be proactive and make sure that in each of your classes you are teaching students social skills daily as part of your class meeting time, such as expressing feelings without physical violence, sharing, apologizing, dealing with anger, expressing concern for another, celebrating successes, giving compliments, helping a friend, doing random acts of kindness, using self-control, calming down, negotiating, dealing with being left out, being a good sport, responding to teasing, sticking up for someone who is being teased or bullied, and asking for help. Model it. Do role play. Make a class toolbox of good choices for hard situations. Remember to do Move This World in the morning and at the end of the day. Teach the NVC lessons about observations, feelings, needs, and requests as Grace & Courtesy lessons. Make class rules with your students and let them come up with ways to remind classmates when they forget. Instruct and practice classroom and school routines and instruct and practice again if students are not doing them. Discuss the reasons for having the routines. Be willing to modify them if students come up with a more efficient system. Listen to and read the many resources on the staff resource shelf that have information and techniques about communication and behaviors. Build community in your classroom and in the school. Have your class do service projects for the school, students helping in other classrooms, and service out into our larger community and the world.