

Pivot Charter School
SSP 2025-2026
School Safety Plan



Plan Approved by Pivot Charter School's Board of Directors:
January 24, 2026

TABLE OF CONTENTS

TABLE OF CONTENTS

1. Introduction - Assessing Current Status Preparedness

2A. CHILD ABUSE REPORTING PROCEDURES

Child Abuse Reporting Procedures

Reporting Procedures

Prohibited Actions

Release of Child to a Peace Officer

Consequences for Failing to Report

Mandated Reporting/Notification

Human Trafficking Prevention

2Bi. Emergency Disaster and CRISIS Response

Disaster Response

Disaster Procedures

Fire - Staff Guidelines - Code Red

Earthquakes - Staff Guidelines - Code Yellow

Crisis Response

Student Crisis Emergency Codes

Threat - Emergency Code "21"

Suicide Prevention Policy

Suicidal Student - Emergency Code "51"

Suicidal Student On Campus Emergency Code "51"

Suicidal Student Off Campus Emergency Code "51"

Medical Emergency Emergency Code "91"

Suicide Crisis and Prevention Hotlines

988 Suicide and Crisis Lifeline

National Suicide Prevention Lifeline

The Trevor Lifeline

Safe Haven School Procedures

Student and Family Immigration Policy

2Bii. SUPPORTING CRISIS POLICIES

Shelter-in-Place

Crisis Communication Plan

Plan Updates and Training

Training Schedule

Local Emergency Care and Welfare Shelter

2C. SUSPENSION and EXPULSION

Suspension and Expulsion Policy and Procedures

2D. NOTIFY TEACHERS OF DANGEROUS PUPILS

Procedures for Notifying Teacher(s) of Dangerous Pupil(s)

2E. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Prohibited Unlawful Harassment

Prohibited Unlawful Harassment under Title IX

Prohibited Bullying

Bullying and Cyberbullying Prevention Procedures

1. Cyberbullying Prevention Procedures
2. Education
3. Professional Development

Grievance Procedures

1. Scope of Grievance Procedures
2. Reporting
3. Supportive Measures
4. Investigation and Response
5. Consequences
6. Right of Appeal
7. Recordkeeping

Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form:

2F. PROVISIONS ON SCHOOLWIDE DRESS CODE

Dress Code Policy

2G. PROCEDURES FOR SAFE INGRESS AND EGRESS

**Procedures for Safe Transportation, Parking, Ingress and Egress
Traffic Patterns And Drop-Off/Pick-Up Points**

2H. SAFE AND ORDERLY ENVIRONMENT

A Safe and Orderly Environment Conducive to Learning

Releasing Students

Visitors Policy

Fingerprinting Policy

2J. PROCEDURES FOR TACTICAL RESPONSES

2K. Active Shooter Drill Guidelines

2L. PROCEDURES to Respond to Violent Threats

RESPONDING TO or DOCUMENTING THREATS

PHONED THREAT

VERBAL THREAT

WRITTEN THREAT

EMAILED/SOCIAL MEDIA THREAT

ASSESSING THE THREAT

2M. CPR, AED and First Aid

2N. Rescue Medications - Narcan, EpiPens, Diabetic Medications, and Asthma Inhalers

Dangers of Synthetic Drugs

Rescue Medications: EpiPens, Narcan, Diabetic Medications and Asthma Inhaler

EpiPens

Narcan (naloxone)

Diabetes Medication

3A. Instructional Continuity Plan

2025-26 Instructional Continuity Plan (ICP)

Introduction and Purpose

Engagement with Pupils and Families

Protocol for Engagement

Methods of Two-Way Communication

Plans for Unforeseen Events

Support for Unique Needs

Access to Instruction

Timeline for Access to Instruction

Conditions for Resuming Access to In-Person Instruction

Remote Instruction

Access to Instructional Materials

Access to Schoolwork

Temporary Reassignment

Instructional Continuity

Communication Protocols

Technological Readiness

Instruction and Assessment

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

Individualized Education Plans (IEP)

English Learners (EL)

Professional Learning

Well-Being and Support Services

Site-Based Collaboration

Return to Site-Based Learning

Integration with School Safety Plan (SSP)

Review and Updates of this Instructional Continuity Plan (ICP)

1. Introduction - Assessing Current Status

Emergency Operations Plan (EOP), also known as the "All Hazards Emergency Planning and Management Plan," contains the procedures to be followed in the event of a disaster, and involves the prioritization of life safety, incident stabilization, and property protection, in that respective order. Once life, incident and property has been secured, sustained, long-term continuity of critical operations can occur. The objectives of the EOP program are to ensure that Pivot Charter School responds to, and recovers from a major incident at the facility.

Regulatory compliance is a critical aspect of Pivot Charter School disaster preparedness program, and its corporate responsibility. It is a responsibility that the senior leadership at Pivot Charter School takes very seriously, and this document represents one aspect of the due diligence necessary when administering a charter school in California.

The purpose of the EOP for Pivot Charter School is to serve as a framework of disaster response and provide the facility with protocols, activities, and checklists for an organized disaster response. The Administration of Pivot Charter School fully supports the emergency planning, training, and exercising of this Emergency Operations Plan.

Preparedness

School Site Leadership will ensure staff and student preparedness by following the policies provided from the Administration of Pivot Charter School. The Administration will conduct regular training with staff and students to ensure that disaster procedures will be followed in the event of an emergency. Staff will ensure preparedness by following the policies and training provided by Pivot Charter School.

2A. CHILD ABUSE REPORTING PROCEDURES

Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has

been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Pivot Charter School officials and employees are mandated reporters. As mandated reporters, school officials and employees are required to immediately report suspected child abuse and/or neglect or maltreatment to the Local County Children's Services Division (CSD) for investigation. Such reports are confidential and all staff are prohibited from providing any specific information regarding a report to parents/guardians.

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

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

Pivot Charter School also has an obligation to cooperate and participate in any process that is triggered by CSD, a law enforcement agency or peace officer to assure the safety of children.

Reporting Procedures

There are no absolute guidelines specifying what constitutes evidence for reporting suspected child abuse. The general rule is "When In Doubt, Report".

1. Contact the appropriate local authority and report suspected abuse. When there is physical injury and/or cause to fear for the child's immediate safety call the local law enforcement agency:
 - i. The telephone report must be made immediately or as soon as practically possible, upon suspicion of abuse. The verbal report will include:
 - a. The name of the person making the report

- b. The name of the child, parents' name, addresses, and phone number.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency.

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **RETAIN COPY FOR FUTURE REFERENCE.**

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter must complete and mail a written report to the local child protective agency.

The written report shall include completion of the required [Standard Department of Justice Suspected Child Abuse Form](http://oag.ca.gov) (oag.ca.gov).

The Department of Justice forms are also available from the school Crisis Team. The school Crisis Team will assist the mandated reporter in completing the verbal and written report.

Reporters should request assistance from the school Crisis Team in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. It is better to work with a school Crisis Team throughout all three steps. However, employees reporting child abuse to a child protective agency are required to notify the school Crisis Team or designee as soon as possible after the initial verbal report by telephone.

Prohibited Actions

- Never contact the child's or the alleged perpetrator's parent or guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- No removal or arranging of any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil is permitted.

Release of Child to a Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director and/or Site Administrator shall NOT notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees are Accused of Child Abuse

Regardless of who the child abusers may be, parents, relatives or school staff, the responsibility of mandated reporters is to:

- Identify incidents of suspected child abuse, and
- Report the suspected abuse to the proper authorities.

DETERMINING WHETHER OR NOT THE SUSPECTED ABUSE ACTUALLY OCCURRED IS NOT THE RESPONSIBILITY OF THE SCHOOL EMPLOYEE. Such determination and follow-up investigation is the responsibility of the child protective agency or local police agency.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, a suspect employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district and/or charter school policies, and regulations. The Executive Director or designee should consult with legal counsel in implementing either suspension or dismissal.

Consequences for Failing to Report

A violation of these policies and the law may lead to disciplinary action, up to and including dismissal from Pivot. Also, failure to report suspected child abuse is a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to \$1,000, or both.

Generally, Pivot employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

Mandated Reporting/Notification

California Safe School Assessment (CSSA) Reporting

The California Safe Schools Assessment (CSSA) Program was created by the California Legislature to provide consistency among school districts throughout the State in the collection and reporting of information relating to school crime on campus. Schools are required to maintain an internal reporting system that will ensure the submission of accurate data that reflects the current state of school safety on local campuses.

Responsibility of Administrator:

- At every K-12 school site, one person shall be designated as the CSSA Site Recorder. The recorder may be a principal, assistant principal, school dean or student discipline coordinator.

Responsibility of Site Recorder:

- The Site Recorder shall record and report the occurrence of all crimes as listed in California Safe Schools Assessment - Reporting School Crime / Incidents.
- The Site Recorder shall crosscheck completed CSSA reports using Illuminate with suspensions, opportunity transfers, expulsions and other disciplinary proceedings to ensure that all reportable incidents have been recorded.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Pivot believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Pivot will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available from your Educational Coordinator for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your

child, your child will be included in the instruction. Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Pivot's website for your review.

2Bi. Emergency Disaster and CRISIS Response

Disaster Response

Pivot Charter School follows the State of California Standardized Emergency Management System ("SEMS") which serves as the foundation of California's emergency response system and the cornerstone for the response phase of emergency management. This plan also follows the Federal guidelines established by National Incident Management System ("NIMS") which identifies concepts and principles that answer how to manage emergencies from preparedness to recovery regardless of their cause, size, location, or complexity.

Site Administrator/Regional Director is responsible for all aspects of the response, including development of incident objectives and managing incident operations. The Site Administrator/Regional Director shall consider the following course of action when responding to an emergency situation:

- Establish immediate priorities especially the safety of responders, other emergency workers, bystanders, and people involved in the incident.
- Stabilize the incident by ensuring life safety and managing resources efficiently and cost effectively.
- Determine incident objectives and strategy to achieve the objectives.
- Establish and monitor incident organization.
- Approve the implementation of the written or oral Incident Action Plan.
- Ensure adequate health and safety measures are in place.

Site Administrator/Regional Director will utilize Pivot Charter School Policies and Administration, Support Staff, onsite Staff and local emergency services to implement the SSP procedures.

All information to external sources and media contact will be directed to the Executive Director, as per Pivot Charter School policy.

Safety Officer: A Safety Officer may be assigned to assist the Site Administrator/Regional Director to also develop the Site Safety Plan, reviews the Incident Action Plan for safety implications, and provides timely, complete, specific, and accurate assessment of hazards and required controls. The Safety Officer will work together as an assistant to the Site Administrator/Regional Director to ensure safety for students and staff.

General Staff: While not assigned a specific duty, other faculty and staff members are critical to the success in any crisis situation. An attendance and subsequent attendance report is the first priority of staff. Then the priority shifts to supervision of the student body, including calming the students and faculty. As given direction, faculty and staff will then carry out the directions of the Site Administrator/Regional Director, or Safety Officer as directed by the Site Administrator/Regional Director. It is critical that staff does not add to the confusion or tension of the situation – acting or doing things beyond their defined role is not acceptable.

Disaster Procedures

Overview – What is an Emergency?

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

Purpose of Emergency Plan

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

The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All site personnel must complete training on the Charter School Safety Plan. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being.

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

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

Fire Drills

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

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

A fire drill shall be held every month. Site Administrator/Regional Director or designated Safety Officer will log the date, time, and type of drill in the Emergency Drill Record.

Evacuation Procedures

Pivot Charter School acknowledges the need to plan for facility evacuation well in advance of a crisis or disaster situation requiring partial or complete evacuation. The Executive Director, CBO, Director of Student Services or Regional Director has the authority to issue an evacuation order in conjunction with local and state authorities. Pivot Charter School understands that if a community-wide and regional disaster is occurring, the facility is prepared to be self-sufficient, as response times of Emergency Medical Services and other transportation providers may be delayed.

Evacuations can be planned with the threat of a flood or wildfire or they can occur due to a catastrophic situation without much planning. Evacuations will be coordinated to occur in two phases if possible.

Phase I will transport the highest acuity students traveling via ambulance. These students will be transferred first if possible.

Phase II will transport all other students who can travel via student release to parent or guardian.

Pivot Charter School has determined students will work virtually from home in the event the resource center is not available, or if it is not safe to travel to the resource center.

Adaptation for Students with Disabilities

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP to indicate additional assistance that may need to be implemented in case of various emergencies covered by this safety plan. Students with known disabilities may also require a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom or resource center to carry out

accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response.

General Strategies for Assisting Individuals with Disabilities During an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- Ⓐ Announce the type of emergency.
- Ⓐ Offer your arm for guidance.
- Ⓐ Tell person where you are going, obstacles you encounter.
- Ⓐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Ⓐ Turn lights on/off to gain person's attention -OR-
- Ⓐ Indicate directions with gestures -OR-
- Ⓐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Ⓐ Evacuate these individuals as injured persons.
- Ⓐ Assist and accompany to evacuation site, if possible -OR-
- Ⓐ Use a sturdy chair (or one with wheels) to move person -OR-
- Ⓐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- Ⓐ Give priority assistance to wheelchair users with electrical respirators.

⌚ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.

Reunite person with the wheelchair as soon as it is safe to do so.

Fire - Staff Guidelines - Code Red

- WHEN FIRE ALARM HAS SOUNDED OR SMOKE AND OR FIRE IS DETECTED, STAFF LOOK AROUND TO MAKE MENTAL NOTE OF DAMAGE AND DANGERS. CHECK TO SEE IF THERE IS ANY INJURIES
- EXIT BUILDING
- **Site Coordinator:** Code Red
 - Head to Main Entrance Emergency Exit Door.
 - Prop Open Emergency Door.
 - Clear Students from Front Lobby and Front Office.
 - Grab Emergency Binder.
 - When clear then EXIT
- **Site Administrator:** Code Red
 - Call 911.
 - Clear Students from Storage Rooms, Bathrooms, Kitchen and Staff Room.
 - Final Sweep of Building.
 - When clear then EXIT Building to Safe Area.
 - Verify Roll Call for all students & staff.
 - Contact Executive Director (Jayna).
 - Contact Director of Student Services (Kareen).
- **Elementary EC/Assistant:** Code Red
 - Line up Elementary students near Elementary emergency exit door.

- Clear Elementary Students from Computer Lab, Bathroom, Classroom.
- Grab Elementary daily roll sheet and Emergency Backpack.
- Take Elementary Students to outside safe area – make sure all students get out.
- Take Roll for Elementary Students.
- **Middle School EC's – if separate from High School Area:** Code Red
 - Line up Middle School students near Middle School emergency exit door.
 - Clear Middle School Students from Computer Lab, Bathroom, Classrooms/Workshops.
 - Grab Middle School daily roll sheet and Emergency Back Pack.
 - Take Middle School Students to outside safe area – make sure all students get out.
 - Take Roll for Middle School Students.
- **High School or Main School Learning Lab EC's:** Code Red
 - Line up students near the emergency exit door.
 - Clear Students from Computer Lab, Bathroom, Classrooms/Workshops.
 - Grab Student School daily roll sheet and Emergency Back Pack.
 - Take Students to outside safe area – make sure all students get out.
 - Take Roll for High School/Main School Learning Lab Students.
- **ES's, Counselor's, Additional Site Staff:** Code Red
 - Take students you are working with to the Emergency Exit.
 - Clear Students from the area, including any separate Bathroom area, to the Emergency Exit.

- Take Students to outside safe area – make sure all students and staff get out.
- Make sure students join the correct group in the safe area for roll call.

Please view the Evacuations Areas – Primary and Alternate page for more details on location of gathering areas in Appendix A.

Earthquakes - Staff Guidelines - Code Yellow

- **ALL STAFF** Code Yellow
 - INSTRUCT STUDENTS TO DROP, COVER, AND HOLD ON.
 - MOVE AS LITTLE AS POSSIBLE
 - MAKE SELF AS SMALL AS A TARGET AS POSSIBLE
 - PROTECT NECK, HEAD, AND CHEST BY TAKING COVER UNDER TABLE, DESK, OR INTERIOR WALL. COVER HEAD/NECK WITH HANDS AND ARMS



- **ALL STAFF** Code Yellow
 - STAY AWAY FROM WINDOWS TO AVOID INJURY FROM GLASS
 - AFTER SHAKING STOPS, SITE ADMINISTRATOR WILL GIVE ALL CLEAR.

- WHEN SHAKING HAS STOPPED, STAFF LOOK AROUND TO MAKE MENTAL NOTE OF DAMAGE AND DANGERS. CHECK TO SEE IF THERE ARE ANY INJURIES
- EXIT BUILDING
- **Site Coordinator:** Code Yellow
 - Head to Main Entrance Emergency Exit Door.
 - Prop Open Emergency Door.
 - Clear Students from Front Lobby and Front Office.
 - Grab Emergency Binder.
 - When clear then EXIT
- **Site Administrator:** Code Yellow
 - Call 911.
 - Clear Students from Storage Rooms, Bathrooms, Kitchen and Staff Room.
 - Final Sweep of Building.
 - When clear then EXIT Building to Safe Area.
 - Verify Roll Call for all students & staff.
 - Contact Executive Director (Jayna).
 - Contact Director of Student Services (Kareen).
- **Elementary EC/Assistant:** Code Yellow
 - Line up Elementary students near Elementary emergency exit door.
 - Clear Elementary Students from Computer Lab, Bathroom, Classroom.
 - Grab Elementary daily roll sheet and Emergency Backpack.

- Take Elementary Students to outside safe area – make sure all students get out.
- Take Roll for Elementary Students.
- **Middle School EC's – if separate from High School Area:** Code Yellow
 - Line up Middle School students near Middle School emergency exit door.
 - Clear Middle School Students from Computer Lab, Bathroom, Classrooms/Workshops.
 - Grab Middle School daily roll sheet and Emergency Back Pack.
 - Take Middle School Students to outside safe area – make sure all students get out.
 - Take Roll for Middle School Students.
- **High School or Main School Learning Lab EC's:** Code Yellow
 - Line up students near the emergency exit door.
 - Clear Students from Computer Lab, Bathroom, Classrooms/Workshops.
 - Grab Student School daily roll sheet and Emergency Back Pack.
 - Take Students to outside safe area – make sure all students get out.
 - Take Roll for High School/Main School Learning Lab Students.
- **ES's, Counselor's, Additional Office Staff:** Code Yellow
 - Take students you are working with to the Emergency Exit.
 - Clear Students from the area, including any separate Bathroom area, to the Emergency Exit.
 - Take Students to outside safe area – make sure all students and staff get out.

- Make sure students join the correct group in the safe area for roll call.

Please view the Evacuations Areas – Primary and Alternate page for more details on location of gathering areas in Appendix A.

Crisis Response

Student Crisis Emergency Codes

Examples: Mental Health- Harm to self, Harm to others, suicidal ideation, child abuse.

Crisis codes are for internal staff and to be used for clear communication and planning in a crisis situation to protect staff and student as well as student's privacy.

Code: "21" Threat

Code: "51" Suicidal Student

Code: "91" Medical Emergency

Threat - Emergency Code "21"

- This is an internal threat from a student, maybe with escalating behavior or potential harm to others.
- If possible remove escalating student to a separate room or area.
- If not possible, remove other students.
- It might help to have their EC present, since they may be more familiar, comfortable or aware of what is going on with student.

- Get assistance from Site Administrator, Director of Student Services, Counselor or Executive Director.
- Contact parent or guardian.
- If needed for safety at any point call 911.

Suicide Prevention Policy

Pivot Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. This policy is posted on the school website, and procedures are consistent with that policy.

Suicidal Student - Emergency Code "51"

All talk of suicide should be reported. Do not use your own judgment in determining if student is actually suicidal or not.

The following is a non-exhaustive list of students who are considered in crisis until determined otherwise:

- Direct: Students expressing thoughts of suicide either verbally or written
 - (i.e., I want to die, I don't want to live anymore, I want to kill myself, I don't want to be here anymore)
- Preoccupation with thoughts/discussion of suicide
- A plan for suicide (i.e.: method by which they would kill themselves)
 - Even if the plan does not appear to be a feasible method, it does not matter. It is still a plan.
- Discussion of wanting to hurt themselves or acts of self-harm (i.e., cutting)
- Writing about suicide
 - (i.e., assignments, discussion, or paper left behind at resource center)
- Reports from other students or parents that there is concern about student safety or suicide.
- Indirect discussion about suicide
 - (i.e., Students talking to students, not wanting to live anymore)
- Suicide attempt on campus
- Cutting or signs of cutting

- Text messages about wanting to hurt self

Suicidal Student On Campus Emergency Code "51"

1. Act immediately
 - a. Do not wait for a convenient time. You must take action NOW!
2. Do Not Leave Student alone
3. Remain Calm
4. Seek Support: Via Text Contact Pivot Crisis Team: (Indicate Code 51 and urgent)
 - a. CRISIS TEAM: Contact the following in a group message:
 - i. Director of Student Services
 - ii. Counselor(s)
 - iii. Site AdministratorRecommendation: Save the group in your phone.
 - b. Crisis team will further instruct you with a response protocol after an evaluation of the situation.
5. Move student to a private room nearest you, but not alone without adult supervision.
 - a. Quietly tell a staff member that you have a code 51, and can they assist you.
 - b. Do not take student outside or away from the immediate area.
6. Remove any sharp objects that could be used to cause harm to self or others.
 - a. Scissors, pens, pencils, letter openers, paperclips, etc.
 - b. Do this casually, like you're cleaning up the space
7. Do not allow student to leave school. Student needs to remain at school until a crisis plan is determined.
 - a. If student refuses to stay, find out where they are going, and do your best to convince them to stay.
 - b. Do not physically restrain student.
 - c. Alert Crisis team
8. Protect student's privacy
 - a. Unless helping with this situation, do not talk to others about situation
 - b. NEVER talk to other students or other parents
9. Follow situation through to completion or released by an administrator.
 - a. If you are involved in the situation, it is essential that you follow the situation through. If you have obligations, admin will assist you to get coverage.
 - b. If you have a personal situation and have to leave, speak to your regional or program director to be released.
 - c. Do not just leave
10. The crisis administration team will determine the course of actions.
 - a. These steps may include police involvement, suicide assessment, county mental health, parents, etc.
 - b. Team will assess situation and assist you to respond with best practices

- i. Including when to contact parents.
- ii. Parents must always be contacted but team will instruct for timing.

Suicidal Student Off Campus Emergency Code "51"

- Do not ignore communication about suicide, dying, self-harm or other, you must act now, not later, even if it is an inconvenient time.
 - If students communicate in anyway with you about suicide or talk about dying you are obligated to immediately act.
 - Includes: Reports from other students, self-reporting, reports from parents
 - Student is off campus or after program time.
 - If student self-reports, ask student for their location, and if they are safe.
1. Seek Support: Via Text Contact Pivot Crisis Team: (Indicate Code 51 and urgent)
 - a. CRISIS TEAM: Contact the following in a group message:
 - i. Director of Student Services
 - ii. Counselor(s)
 - iii. Site AdministratorRecommendation: Save the group in your phone.
 - b. Crisis team will further instruct you with a response protocol after an evaluation of the situation.
 2. Gather student's demographic information: Name, address, age, and parent's information, phone numbers. (School Pathways Dashboard)
 3. If you are the person who received the text message or phone call, you will be responsible for calling local PD to do a safety check after crisis team provides you with instructions.
 - a. Crisis Team will guide you through this after you text them, but be prepared to have to make the phone call.
 - b. Always get the officer's contact information: Name, Badge #, and contact.
 4. Do not contact parents until authorities (PD) or crisis team instructs you to do so.

NOTE: Immediate Danger: If a student is actively committing suicide or you are unable to get a hold of anyone, you can always call "911" or call the local Police Dept. to request a Safety Check to the student's home. Always get an officer's contact info: Name, phone number and badge number.

Medical Emergency Emergency Code "91"

- Follow CPR and First Aid Training Protocols.
- Call 911 for emergency help.

- Consult with Counselor, Site Administrator, Director of Student Services or Executive Director.

Suicide Crisis and Prevention Hotlines

Resources:

988 Suicide and Crisis Lifeline

Call or text 988 free and confidential support for people in distress, prevention and crisis response for you or loved ones in English or Spanish

National Suicide Prevention Lifeline

By calling 1-800-273-TALK (8255) you'll be connected to a skilled, trained counselor at a crisis center in your area, anytime 24/7. Spanish line: (888) 628-9454, TTY: (800) 799-4TTY (4889)
<https://suicidepreventionlifeline.org/help-yourself/youth/>

The Trevor Lifeline

National organization providing crisis and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) Youth 866-4-U-TREVOR (866-488-7386) <https://www.thetrevorproject.org/>

Safe Haven School Procedures

Student and Family Immigration Policy

1. Gathering and Handling Student and Family Information
 - a. Collecting and Retaining Student Information
 - The Executive Director or designee shall maintain in writing Pivot Charter Schools policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

- If Pivot Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Pivot Charter School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
 - If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Pivot Charter School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling in or attending school.
 - Pivot Charter School shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.
- b. Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information.
- Pivot Charter School personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
 - Where any law contemplates submission of national origin-related information to satisfy the requirements of a special program, Pivot Charter School personnel shall solicit that documentation or information separately from the school enrollment process.
 - Where permitted by law, the Executive Director or designee of Pivot Charter School shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Local educational agencies shall note the method of age verification but are not required to maintain a copy of the document used to show age.
 - Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or policy, Pivot Charter School procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.
- c. Inquiries About Social Security Numbers or Cards

- Pivot Charter School shall not solicit or collect entire Social Security numbers or cards.
- Pivot Charter School shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.
- When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Pivot Charter School shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- Pivot Charter School shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

2Bii. SUPPORTING CRISIS POLICIES

Shelter-in-Place

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire home or office building.

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff.

Close the school. Activate the school's emergency plan below.

- Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave.

- Provide directions to close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- Turn off all fans, heating and air conditioning systems need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Bring everyone into the room(s). Shut and lock the door.
- The room(s) should also be sealed. Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from Executive Director, CBO, Director of Student Services or Site Administrator that all is safe or you are told to evacuate.

Crisis Communication Plan

Pivot Charter School will establish methods of communicating both internally and externally during a crisis or disaster situation. Traditional communication systems may not be available (failure) or may be overwhelmed (overload) during a critical event.

Pivot Charter School has identified and secured personal cell phones as the primary communication method for internal usage in the event of a disaster event.

- Google Chat (Primary)
- Cell Phones / text (Secondary)
- Hard Lines (As Needed)

Maintenance is responsible for the testing and maintenance of the above devices to ensure proper functioning when needed. Pivot Charter School will maintain

emergency contact numbers in addition to primary telephone numbers for student responsible parties and family members. Responsible parties and family members will be notified as quickly as possible when there is a disaster or emergency at the facility. The Executive Director, CBO, Director of Student Services or Site Administrator will direct when it is time to communicate with responsible parties or family members. Staff members will be briefed on the following elements to share with students and family members as assigned:

- Type of threat
- Estimated time and severity of impact
- General outlook at the current time
- Expected disruptions to services or routines
- What the facility administration has done and is doing right now to lessen negative outcomes
- When to expect updated status reports
- What the students, responsible parties, and family members can do to help

In advance of an impending crisis or disaster situation, it is important for Pivot Charter School staff members, students, family members, and the community-at-large to understand that the facility has developed a relationship with local emergency responders as well as the County Emergency Management Agency to properly plan, prepare for, respond to, and recover from such situations.

Pivot Charter School has designated an individual to adequately educate staff members, students, family members, and other applicable members/organizations within the community to understand that the facility has initiated a comprehensive program to address issues pertaining to All Hazards Emergency Management to lessen its perceived burden on the community.

In advance of a crisis or disaster scenario that may require the facility to evacuate or Shelter in Place (SIP) and present media and public relations issues/concerns. All information to external sources and media contact will be directed to the Executive Director, as per Pivot Charter School policy.

Students want to know:

- How will they be protected, informed and involved
- How soon normalcy will be reestablished
- Family Members/Responsible Parties want to know:

- How their loved ones will be protected
- Who is in charge
- Who will be providing the most accurate information about the facility's status
- Their own responsibility during an emergency event
- The decisions the facility is making that affect their loved ones
- How their loved ones are doing and how they can be involved
- How soon normalcy will be re-established

Plan Updates and Training

EOPs are improved significantly by regular testing, feedback, plan updates, and training. These are the tenants of the EOP for Pivot Charter School. Topics could include, but are not limited to:

- Emergency Operations Plan
- Hazard Analysis
- Improvement

The initial delivery of the training will focus around operational familiarity of all disaster documents (Emergency Operations Plan), threat responses, facility communication plan, incident command, and operational realities.

Training is provided to the staff of the facility. The main objective for the development and maintenance of a reliable training program will be to provide staff with relevant information on emergency procedures and emergency management in compliance with nationally recognized standards and best practices.

Exercising and testing ensures that the plans and training have effectively been incorporated into the culture of the facility, and those members and associates are clear as to their operational responsibilities and management expectations during an adverse event. The Pivot Charter School North Bay EOP is improved significantly by regular testing, feedback, plan updates, and training.

Regular testing and exercises are required for full regulatory compliance for Pivot Charter School. Pivot Charter School will establish credible

training and continuing education programs that specifically provide guidance and instruction on the proper handling of a crisis or disaster situation. Additionally, all training programs pertaining to emergency management will address the general principles of the SEMS.

Staff development means providing and/or coordinating education efforts relating to All Hazards

Preparedness and Planning. Staff members will have a basic understanding of SEMS

- Discovering/Reporting an Emergency Situation
- Sounding the Alarm/Initiating Emergency Procedures
- Emergency Color Code System
- Fire Control and Extinguishment
- Facility Evacuation Procedures

Training Schedule

Training is a necessary part of a plan; for people to make the plan work, they must be instructed in their roles. Training courses should cover responsibilities for each position at each facility, as well as for specific jobs such as first aid, search and rescue, and damage assessment. Training should also be given on proper interactions between sites and the main office, and the main office and the Operational Area.

The Standardized Emergency Management System requires that training be documented and that it be consistent with the SEMS functions. The roles and responsibilities specified in your plan may be used to define what kind of training classes are needed. Pivot Charter School trains all relevant employees annually.

Earthquake drills shall be held quarterly for elementary and middle school students, and once a semester for secondary students. Consider participation in The Great California Shakeout annually in October <https://www.shakeout.org/california/>

Fire drills shall be held monthly for elementary, quarterly for middle school students, and once a semester for secondary students.

Lockdown procedures and drills will be held once a semester for all students.

Local Emergency Care and Welfare Shelter

Pivot Charter School Administration will communicate with the local County Department of Education, American Red Cross, Chico City Manager or any applicable agency to provide local emergency care and welfare.

2C. SUSPENSION and EXPULSION

Suspension and Expulsion Policy and Procedures

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Pivot Charter School.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.*

This policy shall serve as the charter school's policy and procedures for student suspension and expulsion. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

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

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses - Suspension

1. Discretionary Suspension Offenses: A student may be suspended for any of the following acts when it is determined the pupil:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force of violence upon the person of another, except 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) (1) 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.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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) (1) 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 the use or possession by a pupil of the pupil's own prescription products.

(2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for

any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(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, 287, 288, or 289 of, or former Section 288a 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, that 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 the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

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

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

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

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website 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.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(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, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's 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) 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, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

EDC 48900.5 -

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper

conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.

(8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Section 48900.6.

(c) For a pupil who has been suspended, or for whom other means of correction have been implemented pursuant to subdivision (b), for an incident of racist bullying, harassment, or intimidation, local educational agencies are encouraged to have both the victim and perpetrator engage in a restorative justice practice that is

found to suit the needs of both the victim and the perpetrator. Local educational agencies are encouraged to regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues. Local educational agencies are encouraged to require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing the knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to

present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

For suspensions of fewer than 10 days, Pivot Charter School will provide oral or written notice of the charges against the student. If the student denies the charges, the school will provide an explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.

For expulsions or suspensions of 10 days or more, Pivot Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, Pivot will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

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

3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School

has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

D. Enumerated Offenses – Expulsion

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force of violence upon the person of another, except 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) (1) 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.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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) (1) 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 the use or possession by a pupil of the pupil's own prescription products.

(2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

(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 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports

from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(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, 287, 288, or 289 of, or former Section 288a 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, that 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:

(4) "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 the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

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

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

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

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website 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.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(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.

(6) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's 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:

(5) While on school grounds.

- (6) While going to or coming from school.
- (7) During the lunch period whether on or off the campus.
- (8) During, or while going to or coming from, a school-sponsored activity.

(t) 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, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

EDC 48900.5 -

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900

upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.

(8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Section 48900.6.

(c) For a pupil who has been suspended, or for whom other means of correction have been implemented pursuant to subdivision (b), for an incident of racist bullying, harassment, or intimidation, local educational agencies are encouraged to have both the victim and perpetrator engage in a restorative justice practice that is found to suit the needs of both the victim and the perpetrator. Local educational agencies are encouraged to regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues. Local educational agencies are encouraged

to require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

E. Authority to Expel

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

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

F. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules that relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

H. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students With Disabilities

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting

(which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review it and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the charter school agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

I. Record of Hearing

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

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

For expulsions or suspensions of 10 days or more, Pivot Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, Pivot will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board

shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

K. Written Notice to Expel

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

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

L. Disciplinary Records

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

M. No Right to Appeal

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

N. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

O. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

P. Readmission

The decision to readmit a pupil or to admit a previously-expelled pupil from another school district or charter school shall be in the sole discretion of the Executive Director or Director of Student Services after the Executive Director or the Director of Student Services has met with the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or Director of Student Services will notify the parent/legal guardian of their decision in writing to the email provided by the parent/legal guardian within 5 business days of parental meeting, assuming that all required documentation was presented to the school. If the parent/legal guardian wishes to appeal the decision of the Executive Director/Director of Student Services, they may submit their request in writing, providing documentation and testimony supporting their appeal. The Executive Director/Director of Student Services will submit the appeal to the

Board at the next regularly scheduled Governing Board decision. The Board shall make a final decision regarding admission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The decision of the Governing Board shall be final. The Decision will be provided to the parent/legal guardian in writing to the email provided to the school, within 5 business of the Governing Board meeting. The pupil's admission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

2D. NOTIFY TEACHERS OF DANGEROUS PUPILS

Procedures for Notifying Teacher(s) of Dangerous Pupil(s)

Pursuant to Education Code Section 49079, Pivot shall inform a student's teacher of any student who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) (smoking) of Education Code Section 48900 during the three (3) previous school years. Pursuant to Welfare and Institutions Code Section 827, similar notification shall be given on any student who has committed certain acts enumerated in Section 827. Information regarding the student must be shared in a timely manner, but no later than seven (7) school days after the information is received. This information shall be based upon any records that Pivot maintains in its ordinary course of business. The information provided is for teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it. Teachers can find the historical behavior information on the student dashboard on the school pathways information system (SIS). Please contact the Director of Student Services with any questions.

2E. Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

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

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Pivot Charter School school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Pivot Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Pivot Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. Pivot Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Pivot Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Kareen Poulsen (Director of Student Services)
707-843-4676
kpoulsen@pivotcharter.org
2999 Cleveland Avenue
Santa Rosa, CA 95403

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

Pivot Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

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

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

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student¹ or students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student¹ to experience a substantially detrimental effect on his or her physical or mental health. Causing a reasonable student to experience a substantial interference with his or her academic performance.
3. Causing a reasonable student¹ to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Pivot Charter School.

¹ “Reasonable student” is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Pivot Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Pivot Charter School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Pivot Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Pivot Charter School advises students:

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

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

2. Education

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

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

Pivot Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Pivot Charter School informs its employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

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

[Bullying Prevention Training & Resources - School Environment \(CA Dept of Education\)](https://www.cde.ca.gov/ls/ss/se/bullyres.asp)
<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Pivot Charter School informs certificated employees about the common signs that a student is a target of bullying including:

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

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

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

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

Grievance Procedures

1. Scope of Grievance Procedures

Pivot Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Pivot Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Pivot Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Kareen Poulsen (Director of Student Services)

707-843-4676

kpoulsen@pivotcharter.org

2999 Cleveland Avenue

Santa Rosa, CA 95403

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Pivot Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact an Educational Coordinator, an Educational Specialist, counselor, the Site Administrator, Administrator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Pivot Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Pivot Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Pivot Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Pivot Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Pivot Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Pivot Charter School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Pivot Charter School, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- § A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

- § A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

- § A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

- § A statement that Pivot Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- Pivot Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Pivot Charter School's policies.

- Pivot Charter School may remove a respondent from Pivot Charter School's education program or activity on an emergency basis, in accordance with Pivot Charter School's policies, provided that Pivot Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, Pivot Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Pivot Charter School offers such a process, it will do the following:

- Provide the parties with advance written notice of:

- The allegations;

- The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - Pivot Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. Pivot Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, Pivot Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in Pivot Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be

dismissed. However, such a dismissal does not preclude action under another applicable Pivot Charter School policy.

- Pivot Charter School may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at Pivot Charter School; or
 - The specific circumstances prevent Pivot Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, Pivot Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Pivot Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of Pivot Charter School's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Pivot Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Pivot Charter School in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find Pivot Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Pivot Charter School's decision or resolution,

submit a written appeal to the Executive Director of Pivot Charter School, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Pivot Charter School will implement appeal procedures equally for both parties.
- Pivot Charter School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Pivot Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form:



**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Pivot Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

2F. PROVISIONS ON SCHOOLWIDE DRESS CODE

Dress Code Policy

All students at Pivot Charter School are required to behave in a way that is inclusive, respectful and school-appropriate. This extends to clothing worn on campus, at school events, or while on school-related virtual meetings. All clothing should be free of offensive (or possibly offensive) language or symbols. The Executive Director or designee shall be the final judge as to the appropriateness, neatness, and cleanliness of the apparel, or whether or not apparel is disruptive, distracting, or in violation of the dress code.

The minimum standard of dress is as follows:

- Shoes shall be worn. Closed toe shoes must be worn when participating in lab activities and physical education activity classes.
- Clothing with ornamentation, displaying, or advertising of substances illegal for minors is prohibited. This includes clothing or accessories depicting these substances as well as those which advertise companies that produce or sell these substances.
- Suggestive phrases, designs, markings, Violent language or images, or profanities are prohibited.
- Any clothing, signs, attire, or paraphernalia which are identified by site administration as being “gang related” or which cause rival gangs to be openly hostile to each other or create an atmosphere of intimidation on campus may be forbidden. Students are prohibited from wearing gang-related apparel, carrying gang paraphernalia, or making gestures that symbolize gang membership when there is evidence of a gang presence that disrupts or threatens to disrupt the school’s activities.
- Shirts must cover the entirety of the torso (no skin showing on the stomach or back). Shirt must not be sheer or “see through.”
- When fitted properly at the waist, clothing, including pants, skirts, and dresses, may not contain sizeable holes above the knee. Undergarments should not be visible.
- Pants and trousers must fit with no sagging that exposes undergarments. Pants must be secured around the waist.
- Students must not wear face coverings other than a medical mask that Pivot provides or is brought from home or if the student has received a religious exemption ahead of time.

Students are expected to adhere to the above guidelines when dressing for school. Pivot Charter School will work with students to understand what is and is not

appropriate for school. If there are violations to the dress code the following steps will be taken:

First Incident: The student will be asked to address the dress code violation with a staff member, after the parent has been notified and invited to participate. A solution may be agreed upon such as:

- A sweatshirt with an alcohol, tobacco or marijuana company may be asked to be taken off and stored for the duration of the activity if the student has a shirt on underneath.
- If undergarments are exposed, a student may simply be able to readjust their pants or leggings to cover the undergarments.
- Wearing a Pivot shirt in place of the dress code violation.

If a solution is not available or cannot be agreed upon, the student may need to be provided with new attire by the parent or guardian or be picked up by the parent or guardian.

Subsequent Offenses: The student will not be permitted to participate in the activity in question until a meeting with the student, parent, site administrator, and Director of Student Services. In the meeting, additional procedures or consequences will be discussed

2G. PROCEDURES FOR SAFE INGRESS AND EGRESS

Procedures for Safe Transportation, Parking, Ingress and Egress

Each school site shall have a parent, student, and staff parking plan. The parking plan will be made available to all families and be included in the Student and Parent Handbook provided to families at the beginning of each school year.

Parents have access to short term drop-off and pick-up parking spots near the school entrance. Parents of elementary students are always required to walk their students to and from the elementary classroom. Parents of Middle School and High School students may drop-off or pick-up from the short term parking spots when a teacher supervisor is present, otherwise parents are required to walk their student into the entrance. Supervision shall be 15 minutes before and after site program time start and finish.

Students will have designated parking spots within visual eyesight of the staff supervisors. Students are to park in the designated areas only, and then enter the school immediately. Students are not to be in their cars before, during, or after school except to arrive or depart. If a student forgot something in their car during

school, the student is required to get permission and have a staff member supervise them going to their car.

Staff are to park away from the building and away from neighboring business, leaving the nearby spots open for transitional parking for student drop-off and pick-up, student parking, and neighboring business parking. Staff may have designated parking areas away from the school site as needed, and may be asked to move or park in an alternative parking.

Site Administrators and staff will ensure that students are following the parking policy at each school site. Site supervision schedules will include parking lot supervision near the school drop-off and entrance area. Supervision shall be 15 minutes before and after site program time start and finish.

Students must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

- Traffic and pedestrian safety
- Bicycle Helmet Law
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car
- Seat belt law use

Responsibility of Site Administrators

- Assess traffic, warning signs, parent loading zones, crosswalks, traffic signals, stop signs, etc.
- Review, distribute and post "Back-to-School Safety Tips".
- Inform students, staff and parents of designated "Safe Routes", student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic non-compliance problems to local enforcement agency.

Traffic Patterns And Drop-Off/Pick-Up Points

Each Pivot Charter School is required to develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Administrator

- Administrator is to ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents.
- All designated drop-off/pick-up points are safe and at “curbside.”
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any bus loading and unloading areas.

For more information on safety drop-off and pick-up procedures, refer to the School Safety Plan Appendices.

2H. SAFE AND ORDERLY ENVIRONMENT

A Safe and Orderly Environment Conducive to Learning

Releasing Students

Pivot school employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the Site Administrator, Site Administrator’s designee, Director of Student Services or Executive Director before releasing the student.

Visitors Policy

Pivot encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they

need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form will include spaces for the following information:

- Name;
- His/her purpose for entering school grounds;
- Time in and out

At his/her discretion, the Site Administrator, office manager or designee may also request:

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Visitor Restrictions During School Hours

For the safety of our students and staff, Pivot Charter Schools will not allow visitors on campus during the hours of **8:00 AM - 1:00 PM**. If a meeting with a family needs to be scheduled, as we still encourage meeting with families face to face, during this time, the following procedures must be followed:

1. The teacher scheduling the meeting **must inform** the site coordinator/front office staff in advance.
2. The teacher must personally **meet the family at the door** upon their arrival.
3. The site coordinator/front office **is not responsible** for identifying or admitting visitors between 8:00 AM - 1:00 PM.

A sign will be posted at the entrance explaining this policy, including contact phone numbers, emails, and a QR code where drop-in visitors may schedule an appointment during designated times outside of restricted hours.

Parents and guardians with a scheduled visit during the school day for any purpose should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

The Site Administrator or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Site Administrator or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider.

All schools will inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Pivot is notified if the person subsequently commits a felony or misdemeanor.

In addition, volunteers with ongoing supervision of, or interaction with, students are required to submit a criminal background check, be fingerprinted, and show proof of a negative tuberculosis ("TB") test as a condition of service. Until the background these are complete, the volunteer may not commence service. This policy also applies to parents/guardians of Pivot students who volunteer at the school and may have the occasion to be alone with a Pivot student other than their own child.

Individuals who wish to work or volunteer at Pivot Charter School should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting/TB check

Employees can get reimbursed for Live Scan (fingerprinting) services which is a condition of employment. Volunteers are requested to cover the cost of their own fingerprinting and TB checks. If a potential volunteer is not able to pay for such checks, then the cost may be paid by the school.

2J. PROCEDURES FOR TACTICAL RESPONSES

Tactical Responses to Criminal Incidents

The recent threats across the country are a reminder to California educators to be vigilant and to proactively address student safety, including by paying close attention to the tactical response components of school safety plans. "tactical response" means the "steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators." Pivot Charter School coordinates with local law enforcement and ensures that procedures recommended by local law enforcement are incorporated in the overall plan.

Taking Action (RUN, HIDE, FIGHT)

In the event of an Active Interior Threat, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability). Local Safety Support Services (Fire/Police Department) as well as Cal OES, FEMA and Homeland Security recommend the "RUN, HIDE, FIGHT" protocol in response to an Interior Threat situation.

Recognize signs of potential violence around and what to expect after an active interior threat takes place. Remember during an active threat to RUN. HIDE. FIGHT.

Be Informed

- Sign up for an active shooter training.
- If you see something, say something to an authority right away.
- Sign up to receive local emergency alerts and register your work and personal contact information with any work sponsored alert system.
- Be aware of your environment and any possible dangers.

Make a Plan

- Make a plan with your family, school, or organization, and ensure everyone knows what they would do, if confronted with an active shooter.
- Look for the two nearest exits anywhere you go, and have an escape path in mind and identify places you could hide.
- Understand the plans for individuals with disabilities or other access and functional needs.

Bomb Threats

- In the case of a bomb threat at Pivot Charter School, the facility will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and guides will not re-enter the building until it has been deemed safe by emergency personnel.

Lockdown

- A school lockdown is an emergency protocol established to protect people inside a school facility from a dangerous or external event. The term “lockdown” can be defined as an emergency course of action taken by an agent of authority such as school Superintendent; Executive Director, or police force, to contain and confine people in a building, controlling their movement so that a threat or problem can be located and resolved immediately with the least amount of casualties and chaos.
- Lockdown drills are conducted as scheduled by the Administration annually at the school in accordance with school procedures and observed by local law enforcement personnel.

Staff Guidelines for Lockdown - Code White

- LOCKDOWN PROCEDURE: Code White
 - INTRUDER OR SUSPICIOUS INDIVIDUAL
 - PERSON WITH A WEAPON OR A GUN
 - WEATHER RELATED EVENT see Shelter In Place Below
 - FOR CONTAMINANT BASED SHELTER-IN-PLACE LOCKDOWN, see below.
- ALL STAFF Code White
 - RUN – HIDE – FIGHT Mindset
 - Running away is the best option if the assailant is not near and there is a clear escape route.

- Hiding in a safe place is typical if there are no clear escape routes and the assailant is not in the immediate vicinity.
- Attacking the assailant is an option if there are no escape routes or no hiding places and the perpetrator is near (for non-elementary students).
- Any students that run must text or call their EC or Site Administrator as soon as they are able
- If students cannot safely run with a clear escape route, then STAY WHERE THEY ARE.
- LOCK and BARRICADE DOORS
- GO TO DESIGNATED SAFE AREA IN EACH SCHOOL-AWAY FROM WINDOWS AND DOOR.
- SHOULD BE INTERIOR, AGAINST WALL, OUT OF LINE OF SITE FROM DOORS/WINDOWS.
- TURN OUT LIGHTS AND COMPUTER MONITORS
- STAY CALM
- KEEP ALL STUDENTS QUIET
- If you cannot safely run, and you cannot hide from an intruder with a weapon, and the perpetrator is near, fight to save yourself and others as you are able (exception is elementary students).
- SITE ADMINISTRATOR TO ISSUE ALL CLEAR BASED ON LAW ENFORCEMENT DIRECTIVE

2K. Active Shooter Drill Guidelines

Pivot Charter School does not conduct high intensity active shooter drills and adheres to Safety Plan requirements in Education Code 32282 (a)(2)(K).

2L. PROCEDURES to Respond to Violent Threats

VIOLENT THREAT TO SCHOOLS RESPONSE GUIDANCE Threats of violence can have a major impact on a school community. Most threats are noncredible, yet the potential for serious injury and damage requires that every threat be taken seriously.

Threats of violence to a school can be delivered in various ways: print document, in-person, e-mail, social media, phone call, or public posting (e.g., writing on bathroom walls). How the threat is delivered and how specific it is determines the actions the school takes. The Violent Threat to Schools Response Guidance should be used by schools in collaboration with law enforcement to determine the immediate response when a threat is made.

If appropriate, implement the Student Threat Assessment Protocol once the threat response is completed. Clear, concise, and timely communication to staff, students, and families is important in mitigating fear, panic, and confusion when a school receives a violent threat. Schools should coordinate their communication to the community with law enforcement to ensure consistent messaging.

The following steps are designed to help the school respond to a specific threat in a systematic and organized way, mitigating panic and miscommunication across communities, the community at large, and first responders.

RESPONDING TO or DOCUMENTING THREATS

PHONED THREAT

- Remain calm and DO NOT HANG UP
- Notify School Site Administrator, Director of Student Services and Executive Director and designate someone to call 911
- If the phone has a display, copy the number and/or letters on the display
- Write down the exact wording used in the threat
- Record the call, if possible
- Keep the caller on the line for as long as possible
- Complete a written communication with the details listed above and sent to the Site Administrator, Director of Student Services and Executive Director
- Work in partnership with above Administrators and possibly local law enforcement

VERBAL THREAT

- If the perpetrator leaves, observe their exit path

- Notify School Site Administrator, Director of Student Services and Executive Director and designate someone to call 911
- Write down the exact wording used in the threat
- Write down or commit to memory the physical description of the person making the threat
- Complete a written communication with the details listed above and sent to the Site Administrator, Director of Student Services and Executive Director
- Administrators to Review any camera/video footage of campus
- Administrators to Review call logs from on-campus phones (if possible)
- Work in partnership with above Administrators and possibly local law enforcement

WRITTEN THREAT

- Handle the threat document as little as possible
- Notify School Site Administrator, Director of Student Services and Executive Director and designate someone to call 911
- Rewrite the threat exactly as received and note the following:
 - Date, time, and location of threat
 - Any situations or conditions surrounding the discovery and/or delivery
 - Full names of any personnel or students who saw the threat
- Secure the original threat document; DO NOT alter the item in any way
- If small and removable, place in a bag or envelope
- If large or stationary, secure the location and take photos
- Complete a written communication with the details listed above and sent to the Site Administrator, Director of Student Services and Executive Director
- Administrators to Review any camera/video footage of campus
- Work in partnership with above Administrators and possibly local law enforcement

EMAILED/SOCIAL MEDIA THREAT

- Leave threat message open on the computer
- Notify School Site Administrator, Director of Student Services and Executive Director and designate someone to call 911
- Do not delete or share the post. Photograph, screenshot, print, and/or rewrite the threat exactly as it appears and note the following:
 - Date and time threat was received or posted
 - Subject line, sender's address, or social media handle

- Any situations or conditions surrounding the document's discovery and/or delivery
- Full names of any personnel or students who viewed the digital threat
- Administrators to Review any camera/video footage of campus
- Administrators to Review logins to campus computers, email accounts, and postings sent (if possible)
- Complete a written communication with the details listed above and sent to the Site Administrator, Director of Student Services and Executive Director
- Work in partnership with above Administrators and possibly local law enforcement

ASSESSING THE THREAT

The Violent Threat to Schools Assessment helps determine the School Site Administrator, Director of Student Services and Executive Director next steps which could include:

- Contacting local law enforcement
- Conducting a Level 1 Student Threat Assessment
- Initiating a Secure Campus
- Initiating a partial or full school site EVACUATION
- Searching the campus
- Initiating a school closure

SCHOOL SITE ADMINISTRATOR, DIRECTOR OF STUDENT SERVICES and EXECUTIVE DIRECTOR ACTIONS

- Administrators Collaborate to assess the situation
- Call 911 or local law enforcement if warranted
- Evaluate authenticity of threat using Threat Risk Levels Chart
- Decide if you are going to limit access to buildings and campus
- Work with Administrators and Law Enforcement to determine which response to implement - Secure Campus, Lockdown, or Evacuation
- Prepare communications to students, staff, and parents and guardians

THREAT RISK LEVELS

Threat Level	Description of Threat	Response Options
<p>Low Risk</p> <ul style="list-style-type: none"> • Poses a minimum risk to school site • Lacks realism • Probable motive is to cause disruption 	<ul style="list-style-type: none"> • Threat is vague and indirect • Information contained within the threat is inconsistent, implausible, or lacks detail • Caller is definitely known and has called numerous times • The threat is discovered instead of delivered (e.g., a threat written on a wall) 	<ul style="list-style-type: none"> • Assess and monitor the situation • Contact law enforcement • Conduct a partial or full search of school site • Conduct a Level 1 Threat Assessment
<p>Medium Risk</p> <p>Threat could be carried out, although it may not appear entirely realistic</p>	<ul style="list-style-type: none"> • Threat is direct and feasible • Wording in the threat suggests the perpetrator has considered how the act might be carried out • May include indications of a possible place and time • No strong indication the perpetrator has taken preparatory steps, although there may be an indirect reference pointing to that possibility • Indication the perpetrator has access to supplies and/or skills needed to carry through on threat • Increased urgency to the threat (e.g., "I'm serious!" or "I really mean this!") 	<ul style="list-style-type: none"> • Assess and monitor situation • Contact law enforcement • Implement Secure Campus • Conduct full or partial search of school site
<p>High Risk</p> <p>Specific and realistic, the threat appears to pose immediate and serious danger to the safety of others</p>	<ul style="list-style-type: none"> • Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device • Perpetrator provides their identify • Threat suggests concrete steps have been taken towards carrying out the threat • Perpetrator indicates they have practiced with a weapon or have had the intended school site under surveillance 	<ul style="list-style-type: none"> • Assess situation • Contact law enforcement • Implement Evacuation • Conduct full or partial search of school site • Initiate school closure

IMPACT OF INITIATING SECURE CAMPUS

- Allows instruction and learning to continue
- Restricts access to the school site by visitors and prevents individuals from leaving school site
- Limits movement around the campus

- Law enforcement investigates the threat, which may involve bomb detection devices, canines, or other necessary tools

CONSIDERATIONS FOR EVACUATION

- Determine safe distance from threat; off-site EVACUATION may be necessary
- Consider alternative evacuation routes based on perceived threat placement
- Consider using alternative Off-Site Evacuation Location if there is concern about a threat to predetermined Off-Site Evacuation Location
- Search evacuation locations prior to evacuating to those sites

2M. CPR, AED and First Aid

All staff are required to maintain a current CPR, AED and First Aid Training Certification. Staff who work virtually or approved by HR may be exempt from this requirement. Pivot Charter School supports this requirement by providing annual training to maintain staff certifications.

To improve the odds of survival from a cardiac arrest event at or near a Pivot Charter School Resource Center. Should an individual suffer sudden cardiac arrest, early defibrillation is the critical intervention needed to save life. On-site AEDs along with Pivot-wide employee maintenance of CPR certification enhance Pivot's ability to respond quickly and effectively to emergency situations.

Life Threatening Medical Emergency Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving students or employees must be reported to the Site Administrator or designee.
2. Dial 911 or direct someone to do so, provide the following information:
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency

3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the Site Administrator, or his/her designee, before the end of the next workday. Whenever 911 is called, an incident report must be created within 24 hrs.

2N. Rescue Medications - Narcan, EpiPens, Diabetic Medications, and Asthma Inhalers

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been

found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Additional information regarding [fentanyl from the CDPH's Substance and Addiction Prevention Branch](https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx) can be found here. (<https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx>)

Rescue Medications: EpiPens, Narcan, Diabetic Medications and Asthma Inhaler

In addition to the required CPR, AED and First Aid Training, Pivot Charter School requests volunteers to be trained to administer Rescue Medications including -

1. an epinephrine auto-injector in emergent situations where a person is suffering, or reasonably believed to be suffering, from anaphylaxis.
2. Narcan, in response to the opioid crisis
3. assisting diabetic students with high/low blood sugar and to administer medications to reverse severely low blood sugar.
4. Inhaler to assist asthmatic students, easily the most common medical condition affecting our students.

EpiPens

Pivot Charter School shall comply with Education Code Section 49414, as amended by SB 1266, requiring schools to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.

Pivot Charter School stocks 2 adult Epi-pens at each site and 2 junior Epi-pens at each site with an elementary program (North Bay, Riverside, and San Diego).

EpiPen Auto-Injectors, provided by BioRidge, shall be stored in the mounted, room temperature, unlocked EpiPen locker in each Resource Center.

AuviQ injectors, purchased by Pivot, shall be stored in either the field trip backpack or the EpiPen locker. The exact location should be noted on the Storage &

Maintenance Log monthly.

Epinephrine may be given to any individual reasonably suspected of anaphylaxis without a prescription by a trained, volunteer staff member.

Narcan (naloxone)

In response to the rise in preventable deaths resulting from opioid overdoses, the opioid reversal agent, Narcan, is now widely available to community members and individuals. In 2018, California instituted the Narcan Distribution Project to address the opioid crisis by streamlining the process for organizations to obtain free narcan with the ultimate goal of reducing opioid-related deaths. Schools are encouraged by the California School Nurses Organization and Narcan Distribution Project to adopt a Narcan Program.

Pivot Charter School stocks Narcan at each school site Narcan shall be stored in the field trip backpack, the EpiPen locker, and AED cabinet, quantity per Site preference. The exact location and quantity is noted on the Storage & Maintenance Log monthly.

Narcan may be given to any individual reasonably suspected of an opioid overdose without a prescription by a trained volunteer staff member.

Response to Apparent Opioid Overdose

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person's name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to

keep the person awake and alert.

- e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue

breathing or other emergency medical response techniques.

a. Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

b. Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury.

If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Diabetes Medication

Diabetes is a chronic but manageable disease. Staff awareness of which students have diabetes and how they manage it will aid in efficiently responding to diabetic emergencies. Because Pivot recognizes diabetes management is highly individualized, diabetes care is parent/physician driven.

3A. Instructional Continuity Plan

In the event of a natural disaster or emergency that disrupts normal school operations, the school is committed to ensuring uninterrupted access to instruction for all students. To support continuity of learning, students will be provided with a school-issued laptop and a wireless hotspot as needed, enabling them to access their online curriculum from any location with cellular coverage. In addition to independent access to curriculum, the school will continue to provide direct instruction online, including workshops in core content areas led by credentialed teachers. Online tutoring with credentialed teachers will also be available to support student learning. Furthermore, all special education services will continue to be delivered in a virtual environment, ensuring that students with IEPs receive the support and accommodations outlined in their plans. These measures ensure that every student can maintain academic progress and receive appropriate support, even during emergency situations.

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the School Safety Plan (SSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

School Name	Locations	Contact Name and Title	Email and Phone
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Pivot Charter School	Chico, Santa Rosa, Corona and San Marcos California	Kareen Poulsen, Director of Student Services	kpoulsen@pivotcharter.org 707-843-4676
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Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.
<p>The initial Instructional Continuity Plan (ICP) was last revised on May 26, 2025 and adopted by Pivot Charter School on June 6, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.</p> <p>The initial ICP was included in the LEA's School Safety Plan (SSP) by July 1, 2025. Inclusion of this ICP in the SSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.</p> <p>This Instructional Continuity Plan (ICP) was last revised on July 21, 2025 and will be adopted by Pivot Charter School at the next Board Meeting to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.</p>

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.
As required, Pivot Charter School will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.
<p>The protocol for engagement with pupils and their families is designed to establish two-way communication.</p> <p>Current existing methods include:</p> <ul style="list-style-type: none"> Text Messaging (SMS) Phone Calls Email Google Chat School Portal : Parentsquare and School Pathways Social Media: Facebook School Website <p>In-person communication with site and administrators at both planned and as needed.</p>

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Pivot Charter School will use the school messaging system (e.g. text messages, phone, emails, Google Chat, ParentSquare) and update the school website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, school personnel will meet to discuss the best way to communicate with staff and families.

Support for Unique Needs

Support for Unique Needs Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Student Wellness

1. Connect students with support through staff, teachers, school counselors and administrators.
2. Connect students with support and resources through Care Solace.
3. Use of universal screening and surveys to identify the social-emotional and physical needs of students.
4. Professional development time to increase trauma knowledge and skills.
5. Continue weekly Homeroom virtual meetings to connect, offer support, and communicate needs.
6. Continue the MTSS structured program to offer a system of structured support for students, families and instructional staff.
7. Continue with the Pivot PRIDE Program to support students with SEL lessons.
8. Continue monthly Pivot Pep Rally's to connect the whole school community to support students with SEL lessons.
9. Provide information about mental health and wellness resources on the school websites and in communication with families.
10. Conduct routine and consistent check-ins using a trauma- and resilience-informed lens.
11. Include mental health and wellness resources on school websites and in communications with families

Family Wellness

1. Connect families with support and resources through Care Solace referral.
2. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
3. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient care.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Pivot Charter School will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted - Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Learning Center free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available

Remote Instruction

Plans for remote instruction.

Pivot Charter School is a non-classroom based independent study charter school, with optional hybrid access to site-based programs. As required, Pivot Charter School's remote instruction does align with EC sections 51747 and 51749.5, governing Independent Study instruction. Remote curriculum and instructional programs are designed to meet instructional standards that are equivalent to those applicable in independent study programs. Pivot Charter School will continue to support continuity of learning with the current non-classroom based independent study curriculum and instructional programs.

Access to Instructional Materials

Methods for distributing digital and non-digital

To support continuity of learning with access and equity, students will be provided with a school-issued laptop and a wireless hotspot as needed, enabling them to access their online curriculum from any location with cellular coverage. In addition to virtual access to curriculum, the school will continue to provide direct instruction online, including workshops in core content areas led by credentialed teachers. Online tutoring with credentialed teachers will also be available to support student learning. Furthermore, all special education services will continue to be delivered in a virtual environment, ensuring that students with IEPs receive the support and accommodations outlined in their plans. These measures ensure that every student can maintain academic progress and receive appropriate support, even during emergency situations.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Pivot Charter School utilizes Buzz with School Pathways where students have equitable access to curriculum and are able to submit school and homework electronically. "Distance learning" is defined as instruction where the student and teacher are in different locations. It utilizes technology for interaction, instruction, and check-ins, including video or audio lessons. All students, whether hybrid or virtual, are expected to have access to wifi, a device, and a quiet study space, so all students and families are prepared for remote work. Students engage in digital learning activities, understand their assignments, ask for help when needed, and submit work within given

timelines. Teachers are also familiar with working remotely as some teachers are completely virtual, and the majority of the teachers have weekly work from home days. Teachers additionally provide daily synchronous instruction workshops virtually with Google Meets for core and elective classes that are standards-aligned lessons using either the school's curriculum, or supplemental curriculum and courses. Teachers continually monitor communications for updates, adhere to the Instructional Continuity Plan, and follow a synchronous schedule. Teachers are to use digital platforms like Buzz for lessons and assignments. They are also required to use Google Meets for synchronous instruction and may record lessons for asynchronous access. Teachers also hold weekly "Homeroom" and Monthly "Pep-Rallies" on Fridays for all students to synchronously participate. Additionally, teachers will continue their monthly student and family team meetings to review schoolwork progress, answer questions and celebrate successes.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Pivot Charter School has four California charter schools throughout the state, located in four counties - Butte, Sonoma, Riverside and San Diego. If one school needs support in an emergency, staff from other schools not affected by the emergency can temporarily step in to continue virtual offerings, lead virtual classes and workshops, conduct virtual student check-ins, until affected staff is available.

Pivot Charter School also would work with surrounding community resources and facilities, this could include the county office of education, community college, partner districts and neighboring school districts.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Pivot Charter School will use the current messaging system (i.e. text messages, emails, phone calls, ParentSquare) and update the school website. Pivot Charter School will post information related to emergencies on its official social media platforms. Pivot Charter School will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Pivot Charter School is a non classroom based independent study charter school, with optional hybrid access to site-based programs. All students, whether hybrid or virtual, are expected to have access to wifi, a device, and a quiet study space, so all students and families are prepared for remote work. To support continuity of learning with access and equity, students will be provided with a school-issued laptop and a wireless hotspot as needed, enabling them to access their online curriculum from any location with cellular coverage. Technical assistance is available year-round through an orientation course, training sessions, and user guides focused on Buzz and other school platforms. In addition, staff is prepared to provide technology support for students and families, as well as our Systems and Technology Coordinator and Curriculum Coordinator are available for staff questions and support

guides.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure academic continuity during emergencies or unforeseen disruptions, Pivot Charter School will continue its comprehensive independent study instructional framework, which provides flexibility and preparedness across a variety of emergency contexts while maintaining a commitment to rigorous, standards-based instruction. The supplemental site based program will return when it is safe to do so as directed by the Executive Director.

CURRICULUM AND INSTRUCTIONAL DESIGN

For its core curriculum, Pivot Charter School adopted Accelerate Education for elementary students and Apex Learning for middle and high school students. The curriculum is aligned with the Common Core State Standards, (“CCSS”) Next Generation Science Standards, (“NGSS”)History-Social Science Framework, and English Language Development (“ELD”) Standards (collectively referred to herein as “State Standards”). They provide very modern and interactive platforms with videos and characters that make learning fun. Additionally, Pivot Charter School has adopted eDynamic to provide additional electives and Career Technical Education (“CTE”) courses for middle and high school students.

Apex Learning and eDynamic provide University of California A-G approved courses for college bound students. The rigorous online curriculum allows for a unique instructional setting in which students engage in online courses and also receive one-on-one support from their teachers of record or participate in workshops and classes at the resource center. The online curriculum providers’ platforms issue the students standards-based assignments in each independent study course. In accordance with the Education Code, these assignments equal at least the same amount of work that the student would receive in a traditional seat-based program for the same period of time. In addition, time value is assigned to assignments to assist the supervising teacher in determining the time value of completed work for attendance purposes. Teachers review completed work to determine if the students completed the “time value” of the work assigned, to evaluate the work, and to determine whether they engaged in the instructional activities assigned by the school each school day. The students’ quality of learning is frequently determined by embedded assessments. All required documentation for both contemporaneous and time value attendance, as well as student work product, is kept in auditable independent study files. These files undergo monthly internal audits and a yearly third-party independent audit as described later in the charter.

Supplemental Curricula

Depending on the needs of individual students, Pivot Charter School teachers use supplemental curricula and resources to reteach basic skills, accommodate learning styles, and provide greater breadth of study. Some of these supplements are online content through providers such as i-Ready, IXL, Khan Academy, and Lexia. These programs are easy for students to navigate and engage with, providing resources for them to continue learning without needing to wait for help from their parent/guardian or teacher.

i-Ready Instruction provides remediation for students who score low on the i-Ready Diagnostic tests in either Reading, Mathematics, or both. Individualized instruction plans are created custom for each student and provide additional support in key concepts. These plans are updated each time the student takes another Diagnostic.

IXL provides students with unlimited practice in mathematics as well as instant feedback for each question they answer. IXL practice is provided on a wide variety of topics and introduces students to more engagement opportunities with math content.

Khan Academy provides students with videos that explain challenging math topics in an easy-to-understand way. These videos are provided to students in addition to the embedded videos in their math courses so that they have additional resources when learning mathematics.

Lexia is an online program used to develop and reinforce language skills. It is particularly useful for young students learning to read, English Learners, and native English speakers who read below grade level.

Educational Programs

Below are the core foundational components of Pivot Charter School's educational programs:

Personalized Support: Students learn best when they can have one-on-one dialogue, interaction and instruction with teachers and can receive individualized support in a safe, encouraging environment. The online workshops and tutoring, will continue during an unforeseen disruption and allow students to receive the support they need. The on site classes supplement to the online curriculum platforms will resume when it is safe to return to site.

Flexible Scheduling: Students who have to raise their own children, support their families or themselves, or who are engaged in schedule-limiting activities, want and need to receive a high school diploma, but they are constrained by conventional school schedules and opportunities. Additionally, some students cannot handle the traditional burden of five or more courses at one time all year long or for a semester block; their learning style requires them to focus on one or two courses intensely for a shorter amount of time.

Rigorous Academics: Raising the academic bar while providing proper guidance and assistance creates students who will exceed traditional expectations and excel in new learning environments, including dual enrollment in college courses and Advanced Placement classes. All Pivot students of appropriate age are encouraged to concurrently take community college courses, take AP courses, and apply to colleges in order to earn advanced degrees after graduating from high school. Pivot recently created a part time position of a concurrent enrollment and college counselor at each school to support students in these endeavors.

The Four Cs - Collaboration, Communication, Critical Thinking, Creativity: Collaboration and communication help students develop strong bonds with their peers and teachers at school, and also promote deeper learning. Students are encouraged to collaborate on projects and assignments, and participate in teacher led discussions, in order to facilitate stronger mastery of concepts. This allows students to develop and exercise critical thinking skills to apply concepts, understand their relevance, and analyze their significance. Students are encouraged to exercise their creativity by developing project based learning activities, with the guidance of a credentialed teacher. These inquiry based projects may be designed to replace certain portions of online courses.

School-to-Career Goal Setting: Students who focus on their career potential and receive ongoing, relevant information about careers, colleges and personal options will formulate long term goals and follow through in order to meet those goals. Pivot's new Career & Technical Education courses provide many exciting new opportunities for students to explore career options.

Service Learning: Students grow as human beings and lifelong learners when they participate in service learning activities. It is the combination of experiential learning and the personal satisfaction students gain from helping others that makes service learning such an effective teaching and learning tool. High school students are required to participate in 40 hours of community service each school year in order to graduate.

Pivot Charter School teachers and administrators are able to run daily reports that show daily activity and cumulative progress for each student. Students who are not complying with assignment completion requirements

set by the school are contacted primarily by their teacher of record, also called their Educational Coordinator. A notice is also sent to the students' parents/guardians. Parents/guardians are contacted on a regular basis to discuss students' ongoing progress. Interaction between parents/guardians and teachers is a mainstay of the program. Students and parents/guardians are contacted if it is observed that the student is falling behind schedule or if s/he is not demonstrating satisfactory mastery of course content. An individual action plan is then established by the teaching staff through our intervention system.

Parents/guardians also have access to a Parent Portal that allows them to see, in real time, when their student has logged in, what their student has completed, and what their student's current grades and progress are in each of their courses. Parents/guardians are shown how to navigate this portal during the initial orientation as well as by the student's teacher during their regular monthly meetings.

The teachers of record at Pivot are California-credentialed teachers in the core content areas, and are there to answer real-time questions from individual students as they progress through the course material, provide tutoring when students need help understanding concepts, and create small group instruction when school-wide data (such as embedded assessments and CAASPP results) shows that students in particular courses or content areas are lacking in foundational basic skills. The core teachers also help students develop their individualized interests by creating projects to supplement the online curriculum.

Students are self-directed and work at a pace and time that is comfortable and workable for them. Courses include text, animations, streaming video and audio, educational games, and other engaging content. Teachers and administrators are able to run reports that show exactly what activities students have completed within the curriculum, which is one way that attendance can be accurately tracked. Performance is measured through demonstration of standards-based competency, not by "seat time" (hours spent in classrooms). Teachers and the administration track assessment data, monitor course effectiveness and use a daily reporting process to monitor student engagement, progress, and grades. Based on their findings, they communicate expectations to students. Using data and findings from assessments and other data sources, teachers appropriately modify instructional methods and content and guide student learning. There is so much real time data available about student progress to educators and parents at Pivot, it is impossible for students to slip through the cracks.

The Pivot Educational Coordinators are employed by Pivot Charter School. They have a very different job description from a traditional classroom teacher. They don't have lesson plans to create. They don't have backwards mappings to analyze or standards based objectives to present. All of that is done through the online curriculum. The role of the teacher is primarily to ensure that the students assigned to them receive whatever support they need to be successful, work to their full potential and graduate from high school or promote to the next grade level.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Pivot Charter School is deeply committed to promoting equity, accessibility, and inclusion at all times, including during emergencies. The school affirms that every student—regardless of ability, background, or life circumstance—deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, Pivot Charter School has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive.

The Director of Student Support Programs oversees all programs at Pivot that are created to provide additional student engagement, academic support, specialized programming, and post secondary and technical education. The primary role is to ensure that students are provided the skills to learn more and struggle less in their academics and with the information necessary to make positive choices about their futures. Primary supports include SST process and MTSS system and training, and whole student focus.

The Charter School has consistently maintained a large student population of students with disabilities, due to our inclusive approach to education. Our general education program offers a supportive and personalized learning environment, with features such as small group instruction, flexible accommodations, and modified assignments. This inclusive approach makes the addition of individualized special education services smoother for many students, creating a more comfortable and successful learning experience. In essence, our general education program acts as a strong foundation, making the addition of special education services even more effective. All students with IEP's have an Education Specialist (ES), and all special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA.

Socioeconomically disadvantaged students as well as foster and homeless students are assigned a credentialed teacher who has a proven track record of working well at supporting students and their families who are struggling. We refer to this EC as a special populations EC. They have additional duties and responsibilities to work with our counselors as well as our Community Liaison to ensure these students have access to resources and support beyond the school. The Community Liaison position is new in the 2024-2025 school year. The position focuses primarily on ensuring that Pivot has strong partnerships in the communities that support our students. Additionally, the Community Liaison also serves as the Homeless and foster student liaison and provide support to teachers in serving this population of students. All students can use a loaned chromebooks and some also receive internet hot spots to ensure students can access their curriculum in their homes if they can not afford wifi.

Increased services for special population students include: devices such as Chromebooks and Kajeet wifi hotspots provided to ensure access and connectivity, physical course materials provided to reduce reliance on student access to technology, counseling services, outreach including regular check-ins regarding student basic needs and general well-being, resources such as bus passes, and local resources for services and programs are available to students, English Learner curriculum and supports, professional development targeted at training staff to identify and address the needs, collaboration between administrators and teachers regarding supports, communication between school personnel and non-native English speaking parents/guardians via increased translation services.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Pivot Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504, the ADA, and the IDEA. Pivot Charter School is categorized as a LEA for purposes of special education, and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). Pivot Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Pivot Charter School shall be solely responsible for its compliance with Section 504 and the ADA.

The Charter School has consistently maintained a large student population of students with disabilities, due to our inclusive approach to education. Our general education program offers a supportive and personalized learning environment, with features such as small group instruction, flexible accommodations, and modified assignments. This inclusive approach makes the addition of individualized special education services smoother for many students, creating a more comfortable and successful learning experience. In essence, our general education program acts as a strong foundation, making the addition of special education services even more effective.

Staffing - All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

IEP Meetings - The Charter School shall arrange and notice the necessary Individualized Education Program meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director of Special Education and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the student's parent/guardian; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Implementation - The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy - <https://www.cde.ca.gov/sp/ml/roadmap.asp>, <https://www.cde.ca.gov/sp/ml/elroadmappolicy.asp>

Pivot Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Pivot Charter School continues to implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Translation services: School personnel utilize translation services for many different types of meetings and documents. These are widely utilized, regardless of whether a particular student officially qualifies as an English learner. However, these services are principally directed toward English learners because of their own language barriers and the fact that they most frequently have parents/guardians whose native language is not English. The needs of these English learners and their families are the primary consideration when utilizing translation services to communicate. It is crucial for students and parents/guardians to understand all aspects of Pivot's independent study program. Providing translation services meets the needs of these students and families by ensuring they know what is required and expected of them, as well as ensuring they are regularly informed of school policies and the students' progress in ways they can understand.

The Pivot Charter School curriculum has a specialized EL curriculum that focuses on literacy. In addition, the Pivot online curriculum allows students to translate "keyword" vocabulary into their native language.

Support services for EL students will include one or more of the following, as needed and appropriate:

- ELD Course for students taught by specialized ELD Teacher to build skills
- Foundation Courses which are core content courses that "fill in the gap" of lower grade level material
- Designated and integrated ELD
- i-Ready assessments and curriculum that assesses gaps and creates individual remediation curriculum
- Small group and one-on-one instruction
- Hands on learning activities to increase engagement
- Content instruction using Specially Designed Academic Instruction in English ("SDAIE") techniques
- Specialized instruction by a Reading or Literacy Specialist

- English Language Development
- High School AP classes, as appropriate.
- Primary language instruction/support
- Participation in Benchmark, Strategic or Intensive interventions
- Tutoring in native language

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Site based staff are required to attend weekly staff meetings, and are held in-person and virtually. All staff have the opportunity to attend 10 monthly professional development trainings throughout the year, which are structured as remote trainings, and incorporate all four school locations and designated as Pivotwide Meetings. Teaching staff participate in three - five preparation and staff development days before the school year starts in person. Weekly Administrator meetings, and weekly and periodic department meetings also occur - these may include professional development meetings.

Additionally, school staff are encouraged to request professional development conferences and learning opportunities annually.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Pivot Charter School is deeply committed to supporting the mental, emotional, and physical well-being of its students, families, and staff, including during times of emergency or disruption. Pivot Charter School recognizes that academic success is closely linked to health and wellness, and therefore ensures that all students continue to have access to professional support services. Pivot Charter School is equipped with a Counseling Team, and Crisis Team, both including credentialed school counselors. These professionals are trained to address a wide range of student needs - from stress and anxiety to crisis intervention - and are available for one-on-one sessions, group counseling, and drop-in support. During distance or hybrid learning, these services are maintained through virtual formats such as secure video conferencing, phone consultations, and digital outreach. Additionally, counselors can connect students and families for additional support through Care Solace.

Plans to provide access back-up, water and medicines in the event of an emergency.

Pivot Charter School maintains a proactive approach to emergency preparedness to ensure the safety and well-being of all students and staff during natural disasters or prolonged school closures. Each school site is equipped with strategically stored backup supplies, including food, water, first aid materials, and other emergency provisions sufficient to support onsite students and staff for multiple days. These supplies are routinely monitored and replenished to maintain readiness. In addition to essential food and water reserves, school health offices request parents to maintain access to critical student medications and medical supplies needed to support onsite students with chronic conditions. In the event of a power outage or disruption to services, sites are prepared to secure and distribute these resources as needed.

Plans to ensure continuity of other support services, including special education, counseling,

after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Pivot Charter School is a non-classroom based independent study charter school, with optional hybrid access to site-based programs. As required, Pivot Charter School's remote instruction does align with EC sections 51747 and 51749.5, governing Independent Study instruction. Remote curriculum and instructional programs are designed to meet instructional standards that are equivalent to those applicable in independent study programs. Pivot Charter School will continue to support continuity of learning with the current non-classroom based independent study curriculum and instructional programs. Pivot Charter School will continue to provide support services and resources virtually to all students in an emergency or school closure until it is safe to resume supplemental in-person support services and resources.

When the resource center was closed for COVID, Pivot continued to provide curbside pick up of meals for any student. Additionally, Pivot communicated the locations of other community based meal programs to families and also provided additional information about how families can access support for the purchasing of food. Once the resource centers opened again, Pivot reinitiated the daily meal service program for students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development of Pivot Charter School's Instructional Continuity Plan (ICP) is informed by broad stakeholder engagement, ensuring the plan reflects the diverse needs of the school community. Input is gathered from administrators, faculty, technology staff, students, and families through a variety of methods, including existing policies and protocols, surveys, and advisory meetings. This input plays a key role in shaping decisions related to instructional models, technology access, student wellness, and support for vulnerable populations. The collaborative process ensured that the ICP is responsive, inclusive, and aligned with Pivot Charter School's equity-focused mission.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Before resuming in-person instruction following an emergency or disruption, Pivot Charter School will assess a comprehensive set of conditions to ensure the safety and readiness of all affected school sites. These conditions include the lifting of any local or state evacuation or shelter-in-place orders, the restoration of essential utilities such as electricity, internet, and clean water, and the assurance of safe air quality for students and staff. Facilities must be free from structural damage, debris, or hazardous materials, and sufficient staffing must be available to support both instruction and operations. In addition, food services, and health and safety protocols must be fully operational. Pivot Charter School will collaborate with local public health officials, emergency services, and county agencies to determine when it is safe to reopen schools. Once these conditions are met, Pivot Charter School will communicate a reopening timeline and procedures clearly to students, families, and staff through multiple channels in all applicable languages.

Integration with School Safety Plan (SSP)

Integration of this Instructional Continuity Plan (ICP) into Pivot Charter School's School Safety Plan (SSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Pivot Charter School's School

Safety Plan (SSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted SSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the School Safety Plan update process before March 1.