



School Safety Plan

2025 – 2026 School Year

Pacific Charter Institute’s Family of Schools;
Heritage Peak Charter School
Rio Valley Charter School
Valley View Charter Prep
Sutter Peak Charter Academy

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Public Meeting Date: March 12, 2026

Plan approved by Pacific Charter Institute’s Board of Directors: March 12, 2026

Table of Contents

School Safety Plan Purpose..... 3
Safety Plan Vision..... 4

Components of the School Safety Plan (EC 32281)..... 5

- A. Child Abuse Prevention and Reporting Procedures (EC 32282(a)(2)(A); PC11164) 6
- B. Disaster Procedures (EC 32282(a)(2)(B)) 16
- C. School Suspension, Expulsion and Mandatory Expulsion Guidelines17
- D. Procedures to Notify Teachers of Dangerous Pupils (EC 32282(a)(D))18
- E. Procedures to Notify Parents, Students, and Staff of Immigration Presence (EC 32282(a)(N))21
- F. Discrimination & Harassment Policies (EC 32282(a)(2)(E))22
- G. School-Wide Dress Code Relating to Gang-Related Apparel (EC 32282(a)(2)(F))26
- H. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 32282(a)(2)(G)28
- I. Safe and Orderly Environment29
- J. Rules and Procedures on School Discipline.....31
- K. Protocols for Responding to Apparent Opioid Overdose.....32
- L. Protocols for Responding to Sudden Cardiac Arrest35
- M. Reporting of Dangerous, Violent, or Unlawful Activities37
- N. Emergency Response Appendix Procedure for Safe Ingress and Egress of Pupils, Parents, Staff to and from School (EC 32282(a)(2)(G)).....38
- O. Site-Specific Procedures and Emergency Guide.....38

APPENDIX A - Instructional Continuity Plan (ICP)

*For security reasons, section N and O are confidential and will not be shared publicly

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any graders 1 to 12, inclusive, which are operated by school districts, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and the Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

In 2018, the California Legislature passed AB 1747 (2018), which extended the requirement to establish a school safety plan to charter schools. AB1747 amended Education Code section 47605 to require that charter schools must include procedures for developing a school safety plan in their charter petition. These safety plans must be reviewed and updated yearly and must address certain of the safety topics required under Education Code 32282. The specific elements to be addressed in a charter school's comprehensive school safety plan have since been amended over time. Charter School comprehensive school safety plans now require the following to be addressed:

- Child abuse prevention and reporting procedures (Ed. Code, § 32282, subd. (a)(2)(A)).
- Disaster procedures (Ed. Code, § 32282, subd. (a)(2)(B)).
- Suspension and expulsion policies (Ed. Code, § 32282, subd. (a)(2)(C)).
- Procedures to notify teachers of dangerous pupils (Ed. Code, § 32282, subd. (a)(2)(D)).
- Procedures to notify parents, students, and staff of immigration presence)EC 32282(a)(N)).
- Discrimination and harassment policies (Ed. Code, § 32282, subd. (a)(2)(E)).
- School wide dress code policies (Ed. Code, § 32282, subd. (a)(2)(F)).
- Procedures for safe ingress and egress (Ed. Code, § 32282, subd. (a)(2)(G)).
- Policies enacted to maintain a safe and orderly environment (Ed. Code, § 32282, subd. (a)(2)(H)).
- Rules and procedures on school discipline (Ed. Code, § 32282, subd. (a)(2)(I)).
- Procedures for conducting tactical responses to criminal incidents (Ed. Code, § 32282, subd. (a)(2)(J)).
- Procedures to assess and respond to reports of dangerous, violent, or illegal activities (Ed. Code, § 32282, subd. (a)(2)(K)).
- Protocols for responding to apparent opioid overdoses (Ed. Code, § 32282, subd. (a)(2)(L)).
- Protocols for responding to sudden cardiac arrest (Ed. Code, § 32282, subd. (a)(2)(M)).

The School Safety Plan will be reviewed and updated by March 1st of every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the School Safety Plan is available for review at the Pacific Charter School head office located at 2241 Harvard St., Suite 310, Sacramento, CA 95815.

Safety Plan Vision

Pacific Charter Institute is committed to providing a unique and safe learning environment to the community or learners we serve.

Components of the School Safety Plan

Assessment of School Safety

Pacific Charter Institute utilizes a vast array of metrics to measure and track student and staff safety at their five charter schools. Given the different structures across the schools, Pacific Charter Institute considers how the students interact with their school environment including their peers, staff, and community, to develop appropriate disciplinary measures and metrics to track such disciplinary measures across the five charters.

Pacific Charter Institute has updated their Illness and Injury Prevention Plan to include updated policies and procedures for the COVID-19 pandemic.

School Profile

Pacific Charter Institute has 6 charter schools that serve students in 16 counties across California.

Harassment/Bullying/Hate Crime Reporting

Students and staff are encouraged to report all incidents wherein they feel they have been the victim of or witnessed an incident regarding hate crime, bullying, etc. Pacific Charter Institute utilizes an internal online communication and monitoring platform.

Counseling

Each Pacific Charter Institute site or program has an assigned counselor who works in tandem with Education Services to offer confidential, continuous, and evidence-based care to students.

Pacific Charter Institute employs licensed Psychologists and counselors to provide support and guidance for students' social-emotional health.

Physical safety

Pacific Charter Institute continuously updates and reviews its School Safety Plan.

Strategies and Programs to Provide and Maintain a High Level of Safety

Staff have the ability to be connected to ParentSquare to ensure proper communication during an emergency. Cell phone and text messaging may be used to communicate during an emergency.

The Safety Team has meetings to discuss school safety; physical and social-emotional wellbeing.

Safety drills are conducted as required by California State law and recorded.

A. Child Abuse Prevention and Reporting Procedures (EC 32282(a)(2)(A); PC11164)

Pacific Charter Institute (“PCI”) recognizes that it has a responsibility to protect students by establishing measures to prevent child abuse, neglect, and sex offenses. Additionally, PCI recognizes its duty to facilitate the prompt reporting of known and suspected incidents of child abuse, neglect, and sex offenses, and neglect. The Executive Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment. (Penal Code 11165.6)
3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself or herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition, or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees including school psychologists, school counselors, and speech pathologists; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; school police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Legal Responsibility and Liability for Reporting

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six months or by a fine of not more than \$1,000 or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Any person shall notify a peace officer if he or she reasonably believes that he or she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any Police Department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

Child Protective Services (CPS)

Child Abuse Reporting Number for California (800) 540-4000; Outside California (213)639-4500

When the telephone 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.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade and class.
- c. The names, addresses and telephone numbers of the child's parents/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency. When so notified, the principal shall inform the Executive Director or designee. (Penal Code 11166)

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board of Education policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his or her identity to the principal. (Penal Code 11166)

He or she may provide or mail a copy of the written report to the principal, Executive Director or designee without his or her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

All staff should note that your duty is to report and not to investigate the child abuse. Investigation is the responsibility of law enforcement officials and/or the Department of Children's Services.

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

When a law enforcement and/or Child Protective Services (CPS) worker comes on a school campus to interview a student as part of an investigation of physical abuse, sexual abuse, and/or neglect, it is strongly advised that you follow these steps. The appropriate/recommended steps are in a checklist format for your convenience.

1. Meet and greet CPS worker/officer; introduce yourself to them using your title.
2. Check ID and ask for a business card.
3. Respond to questions from worker/officer regarding student(s).
4. Make arrangements for workers/officer to interview student. The child must be presented the option of being interviewed in private or selecting an adult who is a member of the school staff to be present at the interview (see attachment). Reassure the student that the worker/officer is there to help them. The worker/officer will inform students of their right. (Required by law to do so.)
5. After the conclusion of the interview, assess the student's ability to return to class.

6. Do not notify parents/guardians until you have cleared it with the worker/officer.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him or her, before the interview takes place, of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.
5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee and/or principal shall not notify the parent/guardian as required in other instances of the removal of a child from school, but rather shall provide the peace

officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form

Parent and Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

To file a complaint against a charter school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any charter school employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself or herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650(a)(viii)(C). The CDE does not investigate allegations of child abuse but may investigate conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child and which may result in denial of free appropriate public education.

Suspected Child Abuse Report

This form is to be used by mandated reporters and is in several different languages online at oag.ca.gov. This form may also be completed online.



SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

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

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.legislature.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

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

Staff Training

Within the first six weeks of each school year, the Executive Director or designee shall provide training on mandated reporting requirements to charter school employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The Executive Director or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse, including physical, sexual, and emotional abuse, and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Executive Director or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Staff Screening and Egregious Misconduct Review

In alignment with California Assembly Bill 2534, PCI maintains rigorous pre-employment screening procedures to prevent individuals who pose a risk to student safety from obtaining or retaining employment.

PCI shall not employ any certificated or classified employee who has been found, through an investigation or other credible evidence, to have engaged in egregious misconduct, which includes but is not limited to:

- Sexual assault, sexual exploitation, or sexual abuse of a minor;
- Sexual misconduct with a student;
- Possession, distribution, or production of child sexual abuse material;
- Grooming behaviors intended to facilitate sexual contact with a student;
- Human trafficking of a minor;
- Any other sexual offense involving a child;
- Felony child abuse or neglect offenses.

Professional Boundaries (BP 4119.21)

PCI follows a board-adopted policy that guides staff and students in maintaining appropriate professional boundaries.

<u>Unacceptable Staff/Student Behaviors</u>	<u>Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission</u>
<ul style="list-style-type: none"> (a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind. (c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school. (e) Making or participating in sexually inappropriate comments. (f) Sexual jokes. (g) Seeking emotional involvement with a student for your benefit. (h) Listening to or telling stories that are sexually oriented. (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding. (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior. 	<ul style="list-style-type: none"> (a) Giving students a ride to/from school or school activities. (b) Being alone in a room with a student at school with the door closed. (c) Allowing students in your home.
<u>Cautionary Staff/Student Behaviors</u>	<u>Acceptable and Recommended Staff/Student Behaviors</u>
<ul style="list-style-type: none"> (a) Remarks about the physical attributes or development of anyone. (b) Excessive attention toward a particular student. (c) Sending emails, text messages or letters to students if the content is not about school activities. 	<ul style="list-style-type: none"> (a) Getting parents' written consent for any after-school activity. (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions. (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology). (d) Keeping the door open when alone with a student. (e) Keeping reasonable space between you and your students. (f) Stopping and correcting students if they cross your own personal boundaries. (g) Keeping parents informed when a significant issue develops about a student.

	<ul style="list-style-type: none"> (h) Keeping after-class discussions with a student professional and brief. (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries. (j) Involving your supervisor if conflict arises with the student. (k) Informing your supervisor about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if you will be alone with any type of special needs student. (o) Asking another staff member to be present when you must be alone with a student after regular school hours. (p) Giving students praise and recognition without touching them. (q) Pats on the back, high fives and handshakes are acceptable. (r) Keeping your professional conduct a high priority. (s) Asking yourself if your actions are worth your job and career.
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Each staff member has a responsibility to learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors outlined in this policy to their daily activities. Staff is expected to avoid situations and conduct that could lead to, or may be perceived as, sexual misconduct by parents, students, colleagues, or school leaders.

If any staff member reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator.

The school administrator will investigate and thoroughly report the situation as required.

Staff is also expected to report to the administrator any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

The full board policy is listed on the school website.

B. Disaster Procedures (EC 32282(a)(2)(B))

Disaster Plan (See Appendix J-K)

Pacific Charter Institute will take all necessary measures to keep students, staff and visitors safe in the event of a disaster, as set forth in the Plan. The Site Safety Team at each resource center consists of, but is not limited to, the School Leader, counselor and front office personnel.

Pacific Charter Institute has adopted disaster procedures, routine, and emergency, including adaptations for pupils with disabilities, school disaster plans, a drop procedure, protective measures to be taken before, during and following an earthquake, and earthquake emergency procedure training. PCI's disaster procedures are included in Sections L&M. Each resource center's complete Site-Specific Procedures and Emergency Guide is included in Section L&M. For security reasons, Sections L&M are confidential and will not be shared publicly.

To the extent feasible, PCI will cooperate with a public agency, including the American Red Cross, that requests to use PCI school facilities and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

If PCI conducts any Lockdown drill to prepare students and staff to respond to events warranting a Lockdown response (such as an active shooter) as set forth in Section L of this Plan, those drills will be carried out in observance of the following requirements:

1. Lockdown drills shall not be "high-intensity" drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.
2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.
3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

C. School Suspension, Expulsion and Mandatory Expulsion Guidelines

PCI complies with applicable state laws regarding suspension and expulsion. The PCI Suspension and Expulsion policy is printed in the PCI Parent-Student Handbook that is provided during the registration process and each year must be acknowledged before enrollment is complete.

BP 5144.1 Pupil Suspension and Expulsion can be found on the Pacific Charter Institute Website (pacificcharters.org) under "Organization" in governance within "Notices and Policies."

D. Procedures to Notify Teachers of Dangerous Pupils (EC 32282(a)(2)(D))

PCI desires to provide a safe, orderly working environment for all employees. The school shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may be dangerous. Pursuant to Welfare & Institution Code section 827(b) and Education Code section 48267, a criminal court will notify school administration when a student has engaged in certain criminal conduct. This information is forwarded to administration, which is responsible for prompt notification of the student's teachers, other administrators, and the student's counselor. This information must be kept confidential and may not be disseminated by any employee receiving such a notification to any other person.

Additionally, all teachers will be provided with a list of students in their classes who have one or more suspensions of a serious or violent nature in the current year or in the previous three years. This information will be provided at the beginning of the year or semester or whenever new students are enrolled or added to a class. Teachers will be advised that such information is confidential and not to be further disseminated. The following form will be used to disseminate this information.

NOTIFICATION TO TEACHER OF STUDENT CONDUCT

2025-2026 SCHOOL YEAR

Student _____ Sex _____ DOB _____ Grade _____

Date of Incident _____

To Student's Teacher(s): The above-named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

STUDENT INCIDENT (E.C. 48900)

A. Caused, attempted to cause, or threatened to cause physical injury to another person. (Circle if applicable:) Mutual Combat 1 Battery 2

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance as 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 then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

E. Committed or attempted to commit robbery or extortion.

F. Caused or attempted to cause damage to school property or private property.

G. Stole or attempted to steal school property or private property.

H. *Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. *(Teacher notification not required for this incident.)

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

K. 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.

L. Knowingly received stolen school property or private property.

M. Possession of an imitation firearm.

N. Committed or attempted to commit a sexual assault or committed a sexual battery.

O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing.

R. Engaged in an act of bullying.

S. Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)

T. Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)

U. Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)

V. Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

RECORD OF TEACHER REVIEW

Date

Signature

E. Procedures to Notify Parents, Students, and Staff of Immigration Presence

Pacific Charter Institute (“PCI”) will notify parents and guardians when there is confirmed immigration presence as quickly as possible, while first prioritizing the safety of students, staff, and community members at the school site.

The notification will be sent using the school messaging system and/or cell phone or text messaging as deemed appropriate by the school site administrator.

The notification will not contain any personally identifiable information and may not have a high level of detail as it is important that PCI maintains a focus on the immediate safety of students and staff, while ensuring only accurate information is distributed.

Details may include:

- The date of the enforcement presence
- The general purpose of the visit, if known
- The area accessed, if applicable

Updates to the situation will be sent as appropriate.

Teachers, Administrators, and Staff Notification

If immigration enforcement officers are granted access to a school site, PCI shall make reasonable efforts to notify staff as soon as possible.

Parent/Guardian Notification

If a student is detained, questioned, or removed from campus pursuant to a judicial warrant, PCI shall notify the student’s parent(s) or guardian(s) as soon as practicable.

F. Discrimination & Harassment Policies (EC 32282(a)(2)(E))

Charter School programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

Pacific Charter Institute shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance, and supervision.

Pacific Charter Institute prohibits intimidation or harassment of any student by any employee, student, or other person in the charter school. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Human Resources handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

Human Resources Manager for Pacific Charter Institute:

Leanna Comer

Phone: 916-473-4757 ext. 3002

Email: leanna.comer@pacificcharters.org

Student Sexual Harassment Policy

Pacific Charter Institute prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. Pacific Charter Institute also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in the sexual harassment of anyone in or from the charter school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Definition

Sexual harassment is defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as

the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

Instruction/Information

The Executive Director or designee shall provide to all charter school students age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What behavior constitutes sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained; and
4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment is encouraged to contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether the victim files a complaint. In any case of sexual harassment involving the principal or any other charter school employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Human Resources Manager or the Executive Director or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Executive Director or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be considered.

Record Keeping

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the charter school to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Prohibited Sexual Harassment Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any charter school program or activity

Types of conduct which are prohibited in, and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures, or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

Notifications

A copy of the charter school's sexual harassment policy and regulations shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

2. Be displayed in a prominent location in the main administrative building or other area where notices of school rules, regulations, procedures, and standards of conduct are posted
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, trimester, semester, or summer session
4. Appear in any school publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct
5. Be provided to employees and employee organizations

Special privacy safeguards will be applied in handling harassment complaints. To the extent feasible, the identity of the charging party and the person accused of harassment will be kept confidential.

G. School-Wide Dress Code Relating to Gang-Related Apparel (EC 32282(a)(2)(F))

General Prohibited Apparel

No student may wear articles of clothing, jewelry, paraphernalia, hair styles, nails or accessories which pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.

All students shall wear shoes at all times.

Gang-Related Apparel

No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing, hair styles or attire may be worn or carried on campus or at school activities.

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282(a)(2)(F))

Items identified as gang-related clothing, apparel, attire, jewelry, insignias, paraphernalia, and materials may vary from school to school, may change from year to year and may be different from grade level to grade level.

Sun Protective Clothes

Pacific Charter School recognizes students' rights to wear sun protective clothing, including hats. However, specific hats determined by the school to be gang-related or inappropriate apparel may be prohibited.

Implementation

Dress code violations will be handled with the utmost consideration for the student's privacy and emotional wellbeing.

Staff will not address a student's dress code violation in front of other students.

1. The staff member(s) who notice the violation shall bring it to the attention of the school leader or designee, who will determine if action is required to ensure a safe, hazard-free educational environment.
2. If it is determined that the student's dress code violation poses a threat to the safety and wellbeing of the student population or the student themselves, the student shall be quietly asked to step outside the learning environment, wherein they will be informed of the dress code violation.
3. Staff will assess if the student was in violation of the dress code due to misjudgment, willful intent, financial distress, etc.
4. Staff will record the incident and send a copy to the student's parents or guardian.

5. If the student's clothing is determined to pose a threat to the student body's safety and wellbeing, they will be asked to change into clothing provided by the school and permitted to return to class.

6. Counselors and staff members are strongly encouraged to follow up with dress code violations and determine if further assistance to students/families is appropriate.

H. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 32282(a)(2)(G))

Pacific Charter Institute will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. PCI's procedures for safe ingress and egress of parents, students, and staff to and from the school and PCI's Volunteer, Visitation and Removal Policy can be found in the handbook or by request to the school.

Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress at all applicable sites and programs. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school. Any problems associated with safe ingress and egress will be addressed immediately.

I. Safe and Orderly Environment

Pacific Charter Institute wants students to know they are valued and contribute to daily operation of the school as well as its success. Students are respected and their opinion and skill in solving problems is valued. Students should be able to approach their learning with confidence and with the assurance that this school is their home. Each resource center has a designated counselor onsite to help with educational, social, and emotional needs. PCI welcomes the direct involvement of parents and community members. Copies of PCI’s Suicide Prevention Policy and anti-bullying policies are available at the PCI office as well as on the PCI school website. PCI’s procedures for safe ingress and egress of parents, students, and staff to and from the school are included in Section Gas well as PCI’s Volunteer, Visitation and Removal Policy is available upon request.

Objective 1:

Pacific Charter Institute will continue to support its students via direct involvement of students, parents and community members.

Related Activities:	Resources Needed:	Person(s) Responsible for Implementation:	Timeline for Implementation:	Method of Evaluation:
Heritage Peak based “Interact” Rotary Club	Rotary contacts, Volunteer opportunities	Staff, (volunteer basis)	Ongoing	Conduct an end of year meeting with students to learn what worked and what did not in terms of events and projects.
Back to School Night / Open House	Materials for each site to indicate parking, classrooms, staff identification badges.	All staff working at participating sites.	In consideration	Informally ask parents and staff how the event went and what, if anything, was learned.
Pacific Charter Institute Website	Web software, photographs of key events with photograph release forms.	Outreach and Public Affairs	Ongoing	Conduct a survey informally among parents via Clever to determine level of usage for the website.
Health and Wellness Fair	Materials for setup and take down of event, companies willing	Health department	Fall Semester	Request feedback from staff about what went well and what could

	to attend and discuss careers with students and families.			be improved for the next event.
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Objective 2:

Pacific Charter Institute will empower students to be confident, curious, lifelong learners.

Related Activities:	Resources Needed:	Person(s) Responsible for Implementation:	Timeline for Implementation:	Method of Evaluation:
Career chats	Local, approved, members of the community willing to discuss their career paths with students via a zoom/ MS Teams meeting.	Counseling staff	In Consideration	Informal survey of students regarding which speakers were helpful and which topics needed further discussion or clarification.
Library enrichment	Library	Any staff who volunteer	In Consideration	Assess student's ability to find accurate and reliable websites and print sources for topics that interest them. Provide further support if/when needed.

J. Rules and Procedures on School Discipline

School discipline is summarized in the PCI Parent-Student Handbook, which is provided during the registration process and each year. Parents and students are both required to sign the handbook acknowledgement before the enrollment process can be completed. A copy of the PCI Parent-Student Handbook is available at the PCI corporate office or can be accessed online.

School-Adopted Rules

In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the designee shall establish procedures for the development of such rules. All school site rules shall be strictly based on charter school policy, regulation, and existing law.

All avenues provided in policy, regulation, and law for the discipline of students might be utilized in developing site level rules. These include, but are not limited to, positive reinforcement for appropriate behavior, advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion.

Each school shall solicit the participation, views, and advice of the school community, including administrators, teachers, school security personnel, parents/guardians, and students, grades K-12, in developing the site level rules when appropriate.

The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a representative selected by the classroom teachers employed at the school.

All adopted school site rules shall be subject to Board review and approval at an open meeting prior to implementation.

School site rules shall be revised periodically as required by any changes in charter school policy, regulation, or law, and shall undergo the site level rule review and adoption process at least every four years.

Notice to Parents/guardians and Students

PCI shall ensure that every student and his or her parent/Guardian is notified in writing applicable Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available upon request.

K. Protocols for Responding to Apparent Opioid Overdose

In September 2023, SB 10 was signed into law to require Charter Schools serving students in grades 7-12 to include protocols to respond to apparent opioid overdoses on campus. PCI employees will be trained periodically on recognition of opioid overdose symptoms and on the following responses:

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the 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;
 - Fingernails or lips turning blue/purple.
- b. In case a 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, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

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.

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.

- 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 inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

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.

L. Protocols for Responding to Sudden Cardiac Arrest

In compliance with AB 2887, New Pacific Charter (“NPC”) maintains the following protocols to respond to sudden cardiac arrest (SCA) or similar life-threatening medical emergencies occurring on school grounds.

STEP 1: Recognize Primary Indicators of SCA

Staff shall recognize the primary indicators of SCA, including

- Sudden Collapse
- Unresponsiveness
- Absence of normal breathing (e.g., gasping or agonal respirations)
- No detectable pulse (for trained responders)

STEP 2: Call 9-1-1

Upon identification of a suspected SCA or other life-threatening medical emergency, staff shall immediately call 9-1-1 and follow the medical emergency protocols (see Section O). The school site administrator shall be notified immediately.

STEP 3: Initiate CPR

Staff trained in cardiopulmonary resuscitation (“CPR”) shall initiate chest compressions immediately when SCA is suspected. NPC periodically offers CPR training to its staff. Interested staff should contact their school site administrator for training details.

CPR Overview:

- Place the heel of one hand in the center of the chest (lower half of sternum).
- Place other hand on top and interlock fingers.
- Push hard and fast:
 - Compression rate of 100-120 compressions per minute.
 - Compression depth of at least 2 inches (5 cm) for adults and children, allowing full chest recoil.
- Minimizing interruptions in compressions.

- **IF TRAINED IN CPR:** Provide rescue breaths
 - Compression-to-breath ratio:
 - 30 compressions, 2 rescue breaths
 - Rescue breaths:
 - Tilt head back, lift chin.
 - Pinch nose closed.
 - Give 1 breath over 1 second (watch for chest rise).
 - Give second breath.
 - Resume compressions immediately.

Continue CPR until:

- An AED is available and ready to use,
- The individual shows signs of life, or
- EMS personnel assume care.

STEP 4: AED Deployment

If the individual continues to be unresponsive, staff shall utilize the automated external defibrillator (“AED”) on the school site. For the exact location of the AED on the school site, please see the school site administrator.

AED Overview:

- Power on the device immediately.
- Follow AED’s voice prompts.
- Apply the pads as illustrated on the device.
- Ensure no one is touching the person during analysis.
- Deliver shock if advised.
- Follow immediately with CPR.
- Continue until EMS arrives.

M. Reporting of Dangerous, Violent, or Unlawful Activities

In September 2023, SB 671 was signed into law to require all public schools to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Any person identifying a dangerous, violent, or unlawful activity occurring or planned will report to the school administrator on duty. The school administrator will notify the corporate designee(s). The corporate designee will coordinate action and investigation needed.

APPENDIX A

Pacific Charter Institute

Instructional Continuity Plan Non-Classroom Based



Board Adopted: June 16, 2025

TABLE OF CONTENTS

INTRODUCTION	131
DEFINITIONS.....	131
STUDENT AND FAMILY ENGAGEMENT.....	132
Initial Notification	132
Remote Instruction	133
Communication	133
INSTRUCTION AND ASSESSMENT	134
Independent Study Agreements.....	134
Course Content.....	134
Assessments	134
Academic Support.....	135
EQUITABLE ACCESS.....	135
Students with Disabilities	136
English Learners	136
Homeless and Foster Students.....	136
Mental Health Needs	137
ADDITIONAL SUPPORT SERVICES	137
Meals	137
After School Care	137
RETURN TO IN-PERSON LEARNING.....	138

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282 subdivision (a)(3)(A) Pacific Charter Institute (“PCI” or “Charter School”) adopts the following Instructional Continuity Plan (“ICP”) to establish communication with students and their families and provide instruction to students when instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan (“ICP”) includes how PCI will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts flex-based education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

“Remote Learning” means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned to traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

“In-person instruction” means instruction under the supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student at the Charter School’s Resource Center(s) or at an alternative location, such as another school that may be site-based.

“Two-way communication” may include phone calls, email, or instant messaging through Parent Square the Charter School’s portal.

“Emergency or natural disaster” may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School’s primary mode of communication shall be through Parent Square. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, MS Teams, ParentSquare or PowerSchool) regarding each student’s academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification

PCI shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction at Resource Centers or remote instruction will be disrupted as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person or remote instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person, remote, or hybrid instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If the online portal is not accessible due to unforeseen disruptions, students and families will be provided paper packets, textbooks and other instructional materials to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
- If an emergency or natural disaster disrupts, a student may also be offered enrollment in or be temporarily reassigned to site based school district, county office of education, or online or site-based charter school¹. This information will be determined on a case-by-case basis and communicated to each impacted family. The Charter School has established partnerships with the following local education agencies (“LEAs”) to temporarily support PCI’s students: Twin Rivers Unified, Lodi Unified, Nuestro Elementary, New Jerusalem Elementary, Roseville Joint Union

¹ When a student is temporarily reassigned to another LEA outside of the school district in which the student’s parent(s) or guardian resides, then, notwithstanding any other law, that student shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the student pursuant to this ICP.

High, and Folsom-Cordova Unified.

Communication

PCI's communication platform is ParentSquare, and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and PCI employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when remote instruction or in-person instruction will resume at the Resource Center(s).

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through ParentSquare or PowerSchool.
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels including emails, text messaging, and phone calls or ParentSquare.
- The Charter School's website and ParentSquare will:
 - Identify whether instruction may continue at the Resource Center(s) or through the online portal;
 - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
 - Provide an outlook for when and how normal operations will resume. through the Charter School's instructional platform, PowerSchool, and when in-person or remote instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated daily Monday through Friday at preassigned locations.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that are substantially equivalent

to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Student conferences, progress/report cards, work samples, observations, state standards testing, and other instructional measures as appropriate.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including, but not limited to: NWEA MAP, IXL, Amplify's mClass, reading, and math (DIBELS 8th Edition).

Each student and their parent/guardian will receive confidential results of the above assessments through ParentSquare or PowerSchool.

Academic Support

Students demonstrating the needs for additional support will be contacted by the teacher or appropriate school designee, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided with a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan

The Assistant Director of Special Education Services or designee will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Assistant Director of Special Education Services at stacie.uones@pacificcharters.org.

The Section 504 Coordinator as assigned will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the school administrator.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English Learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The school administrator or designee will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of Education Services at timothy.ribota@pacificcharters.org.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless and Foster Youth Student Liaison at christine.spratling@pacificcharters.org for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: 305-306-8495.

Mental Health Needs

PCI recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School:

- Counseling resources on the PCI website at pacificcharters.org

Available in the Community:

- Wellness and Health services on the PCI website at pacificcharters.org

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling 813-20-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school, meals will be provided by using community partners and vendors or other appropriate methods.

Alternative Sources of Electricity & Internet

If power and internet is lost in only a minority of areas, the Charter School will contract with local community partners to provide mobile electricity and internet access to reduce interruptions to student learning in affected areas.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Health restrictions due to viruses and diseases
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals