

Tab 1 – School Safety Plan 2026-27



Comprehensive School Safety Plan

2026-27 Academic Year

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INTRODUCTION

PUENTE Charter School is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classified employees, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. (EDUCATION CODE - EDC 32280)

PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT

PUENTE Charter and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

The school principal and school operations coordinator will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily
- Employing onsite uniformed security personnel
- Utilizing an all-facility camera monitoring system

Safe Ingress And Egress

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.

PUENTE Charter School maintains appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site. School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate.

- Traffic and pedestrian safety
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car

Responsibility of Administrator

- Assess traffic, warning signs, and parent loading zones, 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.
- Report continuing traffic non-compliance problems to the local enforcement agency.
- Confer with the local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.
- Administrator is to ensure through daily monitoring by designated staff that loading and unloading areas are 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 communicate the plan to parents.
- All designated drop-off/pick-up points are safe.
- 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 for student arrival and dismissal.

Releasing Students

PUENTE Charter 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 school principal or principal’s designee before releasing the student.

Visitors Policy

PUENTE encourages interested members of the community to visit our school. 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
- Destination within the school
- Time in and out

At his/her discretion, the principal, school operations coordinator 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

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule 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 principal 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 principal 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. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

PUENTE informs parents annually about the school's policies regarding visitors/outsiders, and reminds parents that to maximize safety and security they should also register when visiting the school.

EMERGENCY PREPAREDNESS

PUENTE has emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. The information is discussed and disseminated before school starts at an all school staff meeting just when the teachers return to duty.

Emergency Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The school operations coordinator may be asked to help out.

Those drills are:

Type	Frequency
Fire	First week* of school until proficient, then once per month* at minimum, including summer school.
Lockdown	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
Earthquake (Drop/Cover/Hold On)	Once per month* at minimum, including summer school.

Shelter-in-Place	Oral review or drill once per semester* at minimum, including summer school.
Take Cover	Oral review or drill once per semester* at minimum, including summer school.

General Emergency Actions

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An emergency damage assessment should be performed following any event with the potential to cause damage school facilities or equipment.
Restricted Movement & Access	LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

	Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured. SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills. TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. ● Move students and staff into the school's permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. ○ Face the wall with backs to the windows ○ Crouch down on knees and elbows ○ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning. DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
Evacuation	EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. Structured Reunification should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. Structured Reunification requires: ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

Staff Responsibilities

In the event of a disaster, individuals on the school site have the following responsibilities:

Facilities Manager

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the principal.
- Carry out other duties as assigned.

Custodial Engineers

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Emergency supplies that are stored on-site:

- Water
- Solar blankets
- Food for three days
- Emergency contact information for students

School Emergency Supplies:

- First aid kits
- Flashlights
- Batteries
- Radios
- Walkie-talkies

Emergency Procedures

Classrooms have emergency exit charts posted. In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal or Facilities Manager assesses the situation.
2. Principal or Facilities Manager notifies all staff members of the emergency.
3. Principal or Facilities Manager person calls 911.
4. Principal or Facilities Manager or assigned person meets with emergency crews.
5. Assigned person(s) ensures all classrooms, hallways and restrooms are empty after escorting students their students to assigned location.
6. Assigned person(s) ensures the Multi-Purpose Room is empty.
7. Assigned person(s) greet, organize and comfort students outside the building.
8. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
9. Assigned person(s) will direct students who need first aid to an assigned location.
10. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes.
11. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
12. All classroom teachers will ensure that students are released to guardians' care.
13. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the principal or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations.

Fire

1. Principal, custodians and/or school operations coordinator will determine the location of the fire.
2. The school operations coordinator will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or school operations coordinator sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

Flood / Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement to A) evacuate, B) stay in classes or C) release students to go home.

Electrical Failure

1. Principal and/or custodian notify the electrical company (SCE).
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill / Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine the clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.

4. Principal calls 911.
5. Office personnel close and lock all office doors immediately.
6. Nobody leaves their secure sites until emergency crew members escort them to safety.
7. Assigned person(s) will control and organize the media.
8. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

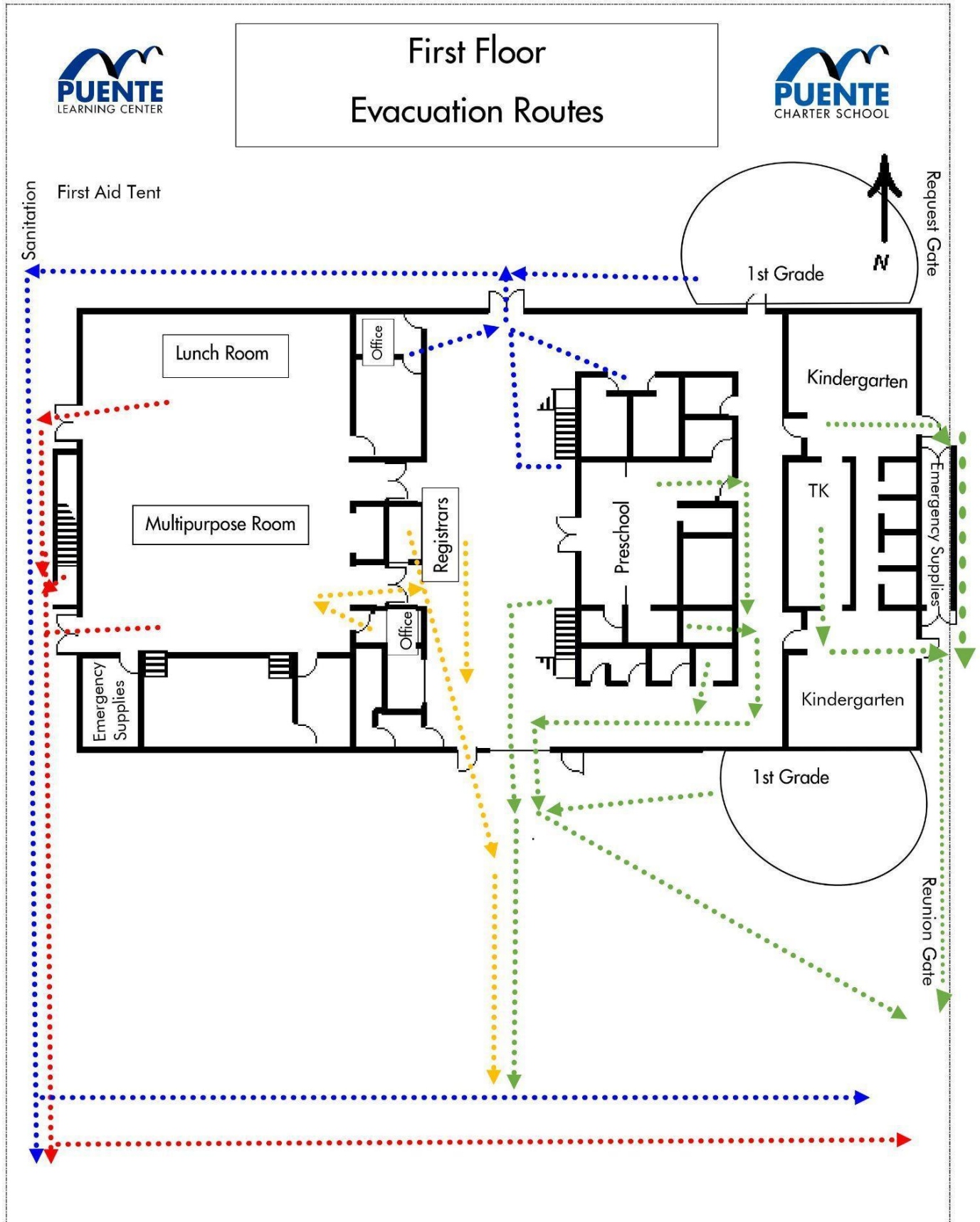
Death

1. Principal will be notified in the event of a death on campus.
2. Assigned person(s) will phone 911.
3. Principal will notify teachers to keep students in their classrooms until informed otherwise.

4. Assigned person(s) will control and organize the media.
5. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

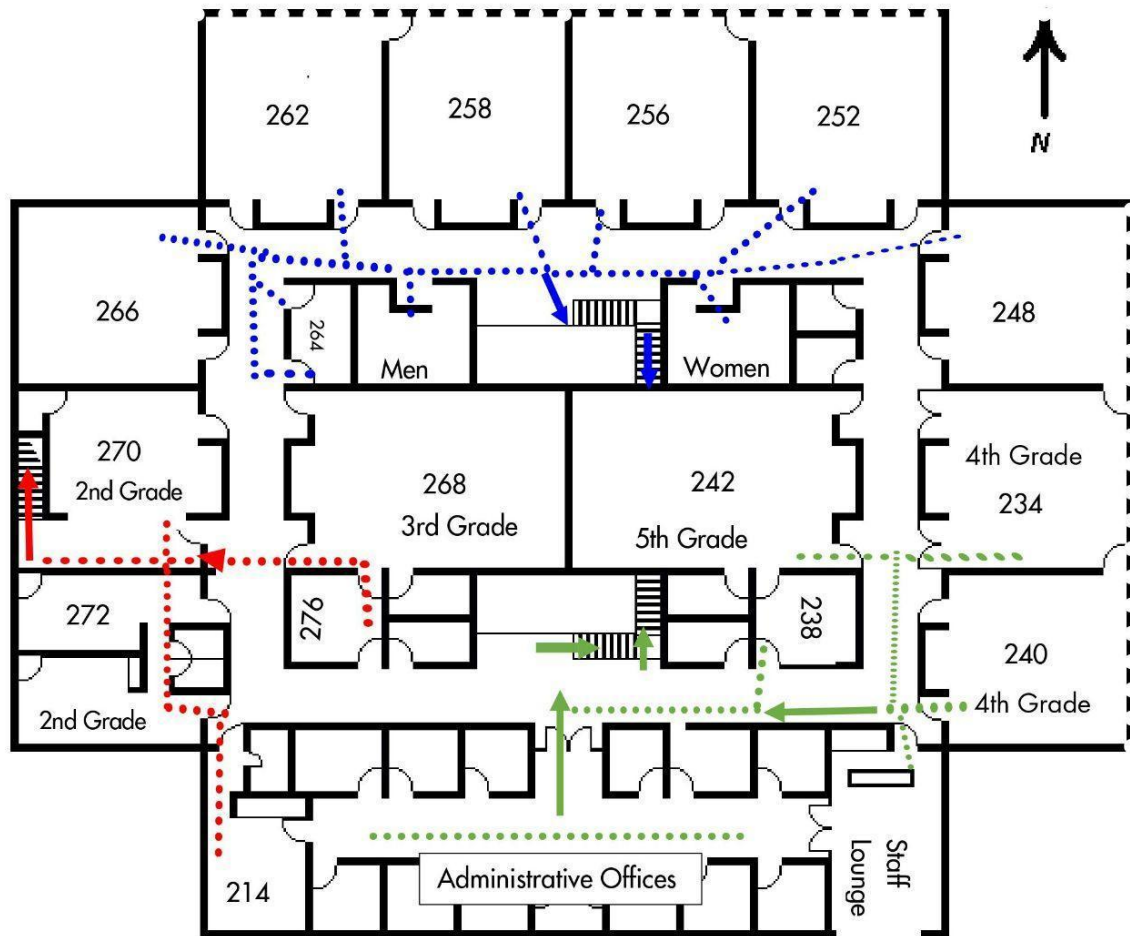
Intruders / Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify the office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.





Second Floor Evacuation Routes



PROGRAMS AND STRATEGIES THAT PROVIDE SCHOOL SAFETY

PUENTE has many programs and policies/procedures to promote student and school safety. These items are updated annually and can be found in the school's parent student handbook, the school employee manual, via communication home to families at the beginning of the school year, or in each school's safety binder located in the main office. They can be made available upon request.

- School Attendance Policy and Review Board Procedures (Parent Handbook Updated August 2022)
- Student Dress Code (Parent Handbook Updated August 2022)
- Harassment, Discrimination & Bullying Reporting Procedures & Policy (Staff Handbook Updated August 2022)
- Hate Crime Reporting Procedures & Policy (Staff Handbook August 2022)

Prior Year School Statistics	
Total Students Enrolled	251
ADA %	93.95 %
Total Suspensions	0
Total Expulsions	0

Anti-Discrimination And Anti-Harassment Policy

PUENTE is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, PUENTE forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. PUENTE will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at PUENTE shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

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 PUENTE is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a PUENTE pupil while not in the presence of a credentialed PUENTE employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a PUENTE pupil. This policy also applies to

parents/guardians of PUENTE students who volunteer at the school and may have the occasion to be alone with a PUENTE pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at PUENTE should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting: PUENTE pays for Live Scan (fingerprinting) services for employees. Volunteers are requested to cover the cost of their own fingerprinting.

Registered Sex Offender Policy

When PUENTE receives information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, staff who may be involved in visitor/outside registration, and teachers. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

Student Discipline

PUENTE believes that one of the major functions of education is the preparation of youth for responsible citizenship. PUENTE fosters a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, PUENTE works with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

Policies and procedures are designed to guide personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

These policies and procedures are enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

Discipline in General

Strategies may include but are not limited to:

- Individual conversation with the classroom teacher about behavior and consequences;
- Designating selected classroom space or supervised office space as places for “time out”;
- Referring students to the principal or a designee;
- Contacting parents/guardians;

PUENTE Charter School employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

Cellphone and Personal Electronic Devices Policy

Purpose

PUENTE Charter School is committed to providing a safe, focused, and engaging learning environment that promotes academic achievement, student well-being, and positive social interaction. Personal electronic devices, including cell phones, can create distractions that interfere with instruction, learning, and student engagement. This policy establishes expectations for student use of personal electronic devices during the school day.

This policy is adopted pursuant to California Education Code Section 48901.7.

Definitions

For purposes of this policy, "personal electronic devices" include, but are not limited to:

- Cell phones and smartphones
- Smartwatches with communication capabilities
- Earbuds and headphones
- Tablets and similar personal communication devices
- Smart glasses

Student Expectations

Students may possess personal electronic devices while on campus; however, all devices must remain:

- Powered off or in silent mode;
- Stored out of sight in a backpack or other designated location; and
- Not used during instructional time unless expressly authorized by a teacher or school administrator.

Students may not use personal electronic devices during:

- Classroom instruction;
- Recess or Mealtime (breakfast; lunch, snack);
- Assemblies;
- School-wide activities;
- Testing sessions;
- After School activities, Including Think Together, clubs, tutoring; or
- Any other time designated by school personnel.

Permitted Use

Use of personal electronic devices may be permitted when:

1. Authorized by a teacher for an instructional purpose;
2. Authorized by a school administrator;
3. Necessary to address a documented medical need;
4. Required pursuant to a student's Individualized Education Program (IEP) or Section 504 Plan;
5. Needed during an emergency or in response to a perceived threat of danger; or
6. Otherwise required by law.

Parent Communication

Parents and guardians who need to contact their child during the school day should do so through the PUENTE Charter School main office. Likewise, students who need to communicate with a parent or guardian during the school day should seek permission from school staff and use designated school communication channels.

Prohibited Uses

Students shall not use personal electronic devices to:

- Record, photograph, or videotape any student, staff member, or school activity without permission;
- Engage in bullying, harassment, intimidation, or cyberbullying;
- Access inappropriate content;
- Cheat or facilitate academic dishonesty;
- Disrupt the educational environment; or
- Violate any school policy or applicable law.

Violations and Progressive Consequences

The school will address violations through progressive interventions designed to promote responsibility and positive behavior.

First Violation

- Verbal reminder and redirection.

Second Violation

- Device confiscated and returned to the student at the end of the school day.

Third Violation

- Device confiscated and returned only to a parent/guardian.

Repeated Violations

- Parent conference and development of a behavior support plan.
- Additional disciplinary action consistent with the Student Discipline Policy may be imposed when appropriate.

Confiscated Devices

PUENTE Charter School staff may temporarily confiscate devices used in violation of this policy. The school is not responsible for the loss, theft, or damage of personal electronic devices brought to campus.

Administration of Policy

The PUENTE Charter School Principal or designee shall implement procedures necessary to enforce this policy and may establish reasonable campus-specific expectations consistent with this policy.

Student Expulsion/Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and disrupted school activities, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

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.

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year, any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915.

Every effort will be made to avoid out-of-school suspension and expulsion, when possible. In-school suspension is preferred, due to lack of parental supervision during the school day and the anticipated at-risk nature of many PUENTE Charter School students. While the goal of PUENTE's discipline procedures is to avoid out-of-school suspension and expulsion when possible, rules and procedures for suspension and expulsion are consistent with state and federal law, where applicable.

- 1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:**
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
 - d. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - e. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - f. Committed or attempted to commit robbery or extortion.
 - g. Caused or attempted to cause damage to school property or private property.
 - h. Stole or attempted to steal school property or private property.
 - i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - j. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- l.** Knowingly received stolen school property or private property.
- m.** Possessed an imitation firearm, i.e.: 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 Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o.** Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r.** Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s.** Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must 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 individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t.** Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u.** Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v.** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her

academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - 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 subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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. Notwithstanding subparagraphs (1) and (2) 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.

- w. A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, 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.

2. Limited Discretion of Suspension/Expulsion Offenses: Students must be suspended and recommended for expulsion when the following occur unless the principal determines the expulsion is inappropriate:

- a. Caused serious physical injury to another person, except in self-defense –
- b. Possession of any knife or other dangerous object of no reasonable use to the pupil
- c. Unlawful possession of any controlled substance (except for the first offense for possession of not more than an ounce of marijuana, other than concentrated cannabis, or the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician) Robbery or extortion
- d. Assault or battery upon any school employee.

A decision to expel for one of these offenses must be based on a finding of one or both of the following:

- Other means of correction are not feasible or have failed to bring about proper conduct; or
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. 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. Possession, selling or furnishing of a firearm
- b. brandishing of a knife at another person
- c. unlawfully selling of a controlled substance

- d. committing or attempting to commit sexual assault or battery,
- e. possession of an explosive

If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm 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.

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.

In the event that a student is recommended for expulsion, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. PUENTE will follow all due process procedures for Special Education students included in this document and in the Education Code.

Expellable Offenses:

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the School Board of Directors **must expel** the student.

- Possessing, selling or otherwise furnishing a firearm when a PUENTE Charter School employee verified firearm possession;
- Brandishing a knife at another person;
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code; or
- Committing or attempting to commit a sexual assault or committing sexual battery.

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The School Board of Director's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Student Uniform/Dress Code

The goal of PUENTE Charter School is to prepare our students for high school, college and the professional world beyond elementary school. Our uniform policy is designed to ensure that students are clean, neat, and age-appropriately dressed from head to toe. PUENTE Charter School students are expected to abide by a dress code. Our school requires a dress code uniform which will be provided to families at no cost, if requested due to inability to purchase.

The uniform attire consists of the following:

Tops: white polo shirt or blouse

Bottoms: navy blue jumper, skirt, pants or shorts.

Physical Education (PE) Uniform (Tuesday's & Thursday's):

Tops: Gray shirt

Bottoms: Royal or navy blue shorts or sweats

Shoes:

Appropriate school shoes, no sandals or opened-toed shoes.

Employees – Sexual Harassment

PUENTE forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. PUENTE will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions

- (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
- (2) Unwelcome Conduct of a Sexual Nature.
 - (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
 - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
 - (c) PUENTE prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

- (1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
 - (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
 - (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

- (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.
- (2) Specific Prohibitions--Administrators and Supervisors.
 - (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
 - (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
- (3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.
- (4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

Employees – All Other Kinds of Discrimination or Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

PREVENTION OF CHILD ABUSE POLICY

PUENTE is committed to maintaining safe and secure campus for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, PUENTE's child care custodians (including teachers, administrative officers, **volunteers or contractors**) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of PUENTE must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

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

ETHNICITY CODES

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

Reporting Problems at the School Site

PUENTE maintains zero tolerance for abuse. Every member of the PUENTE community must participate actively in the protection of its students.

PUENTE staff monitors the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- All students are required to remain in areas that are easily viewed by employees;
- Observation windows are unobstructed to allow informal monitoring by a passerby.

In the event that any current or future PUENTE employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any PUENTE premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

PUENTE will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

Employee Conduct With Students

PUENTE employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

PUENTE employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience, and maturity.

Language

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students.

Attire

Employees must be appropriately and professionally dressed in the presence of students.

Physical contact with students

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Inappropriate physical contact between employees and students include, but are not limited to:

- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

PUENTE employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

EMERGENCY OPERATION PLAN FOR COMMUNITY OR GLOBAL EMERGENCY

Purpose

Having preventative and protective measures in place helps to reduce the impact of any emergency incident. In the event of a community or global emergency, such as a possible school closure due to COVID-19, PUENTE staff will respond by following coordinated processes and plans of action.

Planning Steps:

1. **Form Teams.**

PUENTE will form two teams: The Operations Team and the Programs Team.

The Operations Team is responsible for planning for continued non site-based services

The Programs Team is responsible for communicating messages to families, via flyers and text messages. Team members should have assigned roles and responsibilities to implement the plan of action. Each person involved in the development and refinement of the plan should know his or her roles and responsibilities in the implementation process.

2. **Objectives**

Ensure all proper precautions are being taken so everyone feels safe attending class

Monitor updates by credible agencies

Be thoughtful when messaging families

3. **Plan Development Assessing Needs/Preparations**

Operation Team: Adopt instructional and services design to continue school functions

Programs Team: Order Home Connector Notebooks. Share narratives. Message via texts.

Plan Implementation

1. **Monitoring Information**

Our school will closely follow updates and protocol suggested by the CDC, Department of Public Health, LAUSD, and other credible agencies to best ensure the safety of our students and staff.

2. **Communication with Families**

In the event of a possible school closure, PUENTE will implement a non site-based instructional design ensuring educational and resource access for students and families for continued learning in their home environment. Copies will also be available on the PUENTE website for families to download. School and families will communicate via text blasts, the PUENTE website, PUENTE digital media sites, email, and video messages.

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 submittal 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.
- The Site Recorder shall be trained in the CSSA reporting process using PowerSchool.

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 PowerSchool with suspensions, opportunity transfers, expulsions and other disciplinary proceedings to ensure that all reportable incidents have been recorded.

EARTHQUAKE, FIRE & LOCK DOWN DRILLS SCHEDULE

Date	Drill Type & Time
8.15	Earthquake Drill
8.22	Lockdown Drill
8.29	Fire Drill
9.5	Earthquake Drill
9.12	Active Shooter Drill
9.26	Fire Drill
10.3	Lockdown Drill
10.10	Earthquake Drill

10.17	Great CA Shakeout Earthquake Drill
10.24	Fire Drill
10.31	Earthquake Drill
11.6	Active Shooter Drill
11.12	Fire Drill
12.5	Fire Drill
12.9	Fire Drill
1.9	Earthquake Drill
1.16	Active Shooter Drill
1.29	Fire Drill
2.6	Earthquake Drill
2.13	Lockdown Drill
2.27	Fire Drill
3.6	Earthquake Drill
3.13	Active Shooter Drill
3.18	Fire Drill

4.3	Earthquake Drill
4.10	Lockdown Drill
4.24	Fire Drill
5.8	Active Shooter Drill
5.22	Fire Drill
5.29	Earthquake Drill

INSTRUCTIONAL CONTINUITY GUIDANCE

Purpose

Senate Bill 153, Chapter 38, Statutes of 2024 (herein SB 153) adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan provides guidance and key resources to successfully launch and lead remote learning via a distance learning program in the event that in-person instruction at school is disrupted for an extended period of time due to an emergency or natural disaster. This plan is part of the School Safety Plan that is reviewed and evaluated annually, including periods following critical incidents. The Instructional Continuity Plan consists of two phases:

- (1) Phase 1: A plan for engaging with scholars and their families as soon as practicable, but no later than 3 calendar days following an emergency and must provide support for scholars' socioemotional, mental health, and academic needs.
- (2) Phase 2: A plan to provide access to remote learning or in-person instruction as soon as practicable, but no more than 5 instructional days following the emergency.

The purpose of this document is to equip school leaders to anticipate and navigate the many unknowns and challenges we will face together and individually as a PUENTE community in a state of emergency. Our approach in this document is a starting point to communicate with families and continue an instructional program in a virtual learning environment. Additional guidance and resources will be provided if this plan becomes enacted.

When planning and executing the Instructional Continuity Plan, it is imperative that school leaders, teachers, school staff, scholars, and families keep the Maslow's Hierarchy of needs in mind:

- ❑ **Physiological Needs:** In uncertain times, it is important to ensure that the most basic needs are met for students.
- ❑ **Safety Needs:** As a community school, providing resources to ensure physical, financial and a stable environment is essential.
- ❑ **Love & Belonging:** Our model prioritizes relationships and the ability for teachers to provide scholars with individualized feedback and support. It is vital for teachers and scholars to have a learning routine each day that is flexible and accessible. This is a challenging, unprecedented time for teachers, school staff, scholars, and families. We must operate with an open heart, knowing that everyone is doing their best under very difficult circumstances.
- ❑ **Esteem Needs:** Ensuring Social Emotional Learning lessons and supports for students, families, and staff is crucial during challenging times.
- ❑ **Self – Actualization:** We need scholars to be prepared for when they return back to in-person instruction. This means we must focus on re-teaching high priority academic content already covered during the school year and any new prioritized, unfinished learning that remains.

Summary

Phase 1: Protocol for Engaging with Scholars and Their Families

Following an emergency that requires the school building to remain closed, school leaders will partner with PUENTE home office to provide communications and guidance to staff, families, and scholars. Official school communication will be through emails, text messages, Parent Square and/or phone calls. The first communication will be no later than 3 calendar days. Communications will be aligned to guidance in the Instructional Continuity Learning Plan and may include recent updates, guidance towards the start date of distance learning and resources needed, how to enroll in distance learning, information about optional enrollment in other schools offering in-person instruction, support for scholars' social-emotional and mental health, family and community resources, guidance to get Wi-Fi and technology, and how families can access food services. An email address and phone number will be included for families to reach out if they have questions. All questions will be responded to within 48 hours.

Phase 2: Plan for Providing Access to In-Person or Distance Instruction

The Instructional Continuity Learning Plan offers instructional guidance through a distance learning model that will begin within 5 instructional days from the closure of a school building and throughout the period where in-person instruction is suspended. Teachers will curate lessons and assignments that aim to ensure that instruction is continuous and that scholar learning is not impacted negatively but that all scholars are on track to meet grade level and course outcomes which will ensure a seamless transition back to in-person instruction. The plan will be implemented in two phases. Firstly, instruction will begin through asynchronous distance learning where teachers will post assignments via Google Classroom. Assignments will be posted with clear directions and deadlines to keep scholars on track in their learning/courses. Scholars will submit assignments via Google Classroom, and they will be reviewed and graded on a regular basis. Scholars will receive feedback aligned to the feedback they receive when attending in-person instruction. Teachers will host virtual office hours daily for scholars to join, ask questions, and receive support. Office hours may be required for scholars who are struggling in their courses. If distance learning continues for more than 5 instructional days, a synchronous interaction

between scholars and school staff, such as virtual classes, will begin between Day 5 and Day 10. During phase two, instruction will also expand no later than Day 10 to synchronous distance learning where teachers teach lessons to scholars in real time through a virtual learning environment. If families prefer their scholar to transition to in-person classroom-based instruction while the school building remains closed, the school will communicate guidance to transfer their scholar no later than Day 16 of distance learning.

Comprehensive School Safety Plan Addendum

Professional Boundaries and Safe Learning Environments

Education Code §32100

Purpose

PUENTE Charter School is committed to maintaining a safe, supportive, and nurturing learning environment that protects pupils from threats of violence, violent crime, sexual offenses, inappropriate conduct, and other behavior that compromises student safety or well-being.

Consistent with California Education Code §32100, PUENTE establishes the following expectations regarding professional boundaries, communications, supervision, and school facilities.

1. Professional Boundaries

All school employees, adult volunteers, contractors, and pupils are expected to maintain appropriate professional and interpersonal boundaries that support student safety, dignity, and well-being.

Professional boundaries apply:

- Between pupils and school employees, adult volunteers, and school contractors;
- Among and between pupils; and
- Among and between adults who are employed by, volunteer with, or provide services to PUENTE.

Adults working with pupils shall maintain relationships that are appropriate to their professional roles and shall avoid conduct that could reasonably be interpreted as exploitative, coercive, secretive, inappropriate, or inconsistent with the school's educational responsibilities.

Interactions with pupils shall be age-appropriate, school-related, and consistent with PUENTE policies, applicable law, and professional standards. Employees, volunteers, and contractors shall not engage in conduct that creates an inappropriate personal relationship with a pupil or undermines appropriate adult supervision and authority.

2. Electronic and Other Communications with Pupils

PUENTE establishes appropriate limits on communications between pupils and school employees, volunteers, and contractors during and outside the school day.

School-related electronic communication with pupils should occur through school-approved platforms, accounts, or communication systems whenever practicable and should be limited to legitimate educational, supervisory, programmatic, or school-related purposes.

Employees, volunteers, and contractors shall not use personal social media accounts, personal messaging applications, personal email accounts, text messaging, or other private communication channels to establish or maintain inappropriate personal relationships with pupils.

When communication with a pupil through social media, text messaging, or another electronic platform is necessary for a legitimate school-related purpose, the communication should, whenever practicable, include the pupil's parent or guardian or occur through an approved school communication platform. The school may establish age- or grade-appropriate exceptions and additional procedures where necessary to support educational, safety, counseling, extracurricular, or emergency purposes.

Nothing in this section limits communications that are otherwise required or permitted by law or that are necessary to respond to an emergency or immediate safety concern.

3. Supervision and Safe Learning Environments

PUENTE shall maintain classroom and nonclassroom environments that promote student safety, learning, engagement, and appropriate adult supervision.

To the extent reasonably practicable, school facilities and furnishings shall be arranged and maintained to:

- Support clear lines of sight and appropriate supervision;
- Reduce opportunities for unsafe or inappropriate interactions;
- Provide safe ingress, egress, and movement throughout the campus;
- Support age-appropriate supervision of pupils;
- Maintain appropriate separation and privacy where required for student services; and
- Promote a safe, orderly, and welcoming learning environment.

Facility modifications, furnishings, room configurations, and other physical changes shall be evaluated with consideration for student safety, accessibility, supervision, and the intended use of the space.

4. Reporting and Response

Any employee, volunteer, contractor, pupil, parent/guardian, or other member of the school community who has a safety concern or believes that professional boundaries may have been violated should report the concern through the school's established reporting procedures.

Reports involving suspected child abuse or neglect, sexual offenses, or other conduct requiring a mandated report shall be handled in accordance with applicable law and PUENTE's mandated reporting procedures.

PUENTE will respond to concerns in accordance with applicable law and school policies, including procedures relating to student protection, employee conduct, discipline, investigation, and mandated reporting.

5. Training and Review

These expectations shall be incorporated into applicable employee, volunteer, and contractor orientation and training. PUENTE shall periodically review these provisions and related school policies to ensure continued alignment with applicable law and recognized school safety practices.

Authority: California Education Code §32100; PUENTE Charter School policies and procedures.

Neurodiversity and Learning Resources

Supporting Every Learner

PUENTE Charter School is committed to supporting every student as a unique learner and to providing an inclusive, supportive learning environment where students can develop their strengths and reach their full potential.

Neurodiversity recognizes that people learn, think, communicate, and process information in different ways. Students with learning differences, including dyslexia and other learning disabilities, may benefit from appropriate identification, evidence-based instruction, intervention, and support.

California Education Code Section 234.6 requires local educational agencies, including charter schools, to make resources related to neurodiversity developed by the **UC/CSU California Collaborative for Neurodiversity and Learning** readily accessible to students and parents or guardians.

Resources for Families and Educators

The UC/CSU California Collaborative for Neurodiversity and Learning provides information and resources related to literacy development, dyslexia, other neurodiverse learners, assessment and screening, early childhood, multilingual learners, social-emotional development, and evidence-based approaches to teaching and learning.

Explore the UC/CSU California Collaborative for Neurodiversity and Learning Resources:
[Neurodiversity and Learning Resources](#)

The Collaborative also provides educational modules and resources addressing dyslexia, the science of reading, screening and assessment, early childhood, multilingual learners, and instructional practices.

Explore E-Learning Modules:
[UC/CSU Collaborative E-Learning Modules](#)

Working Together to Support Students

Families are important partners in understanding and supporting each student's learning needs. If you have questions or concerns about your child's learning, reading development, or educational progress, we encourage you to contact your child's teacher or the PUENTE Charter School office.

PUENTE works with families to identify student strengths and needs and, when appropriate, connect students and families with additional educational supports and resources.

Additional information about student support and special education services is available through PUENTE Charter School.

This information is provided in accordance with California Education Code Section 234.6.