



Adult Education

COMPREHENSIVE SCHOOL SAFETY PLAN 2023

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EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) is established to ensure the health and safety of pupils and staff in compliance with California SB 719 and AB 115. The CSSP shall be evaluated and amended by charter school staff, as needed, by March 1 of each year to ensure proper implementation. The CSSP is in compliance with Education Code Sections 32282(2)(a), 44237, and 47605(F)(i)-(ii). An updated file of all safety-related plans and materials is readily available for inspection by the public.

The CSSP contains the following elements:

- Assessment of School Crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Schoolwide dress code
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment

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SECTION 1: SCHOOL SAFETY ASSESSMENT

Comprehensive School Safety Plan Purpose

The purpose of the CSSP is to provide specific guidelines and procedures:

- For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- For developing supplementary plans.
- For emergency response training for all employees and students.
- For the equipment and supplies to have available prior to a disaster as applicable.

Suspension and Expulsion Rates

Pathways Academy Adult Education (“PAAE” or “Charter School”) has 0% suspension and expulsion rates. Due to the online, independent study nature of our school, we have very few disciplinary issues. Most issues can be handled with a warning and/or a phone call home. In the event that a student needs to be suspended or expelled, the procedure outlined in the student handbook is followed.

Crime Statistics

The Charter School’s students reside anywhere within the state of California. Crime statistics vary greatly in this vast area of coverage. Since none of our students attends school in person (outside of state testing), crime statistics are not able to be collected and evaluated.

Discipline Statistics

The Charter School's disciplinary issues are primarily for plagiarism, online classroom conduct, and occasionally cyber-bullying. Our student handbook outlines the guidelines for these infractions as well as the consequences. Discipline usually involves warning, revocation of online classroom privileges (such as chat), and a contract to forbid student

contact in any online/social media outlet.

SECTION 2: EMPLOYEE CRIMINAL CHECK

All candidates for employment will complete a criminal background check through the California Department of Justice as part of the onboarding process. No person with a violent or serious felony conviction outlined in Education Code Sections 44830.1, 45122.1, 45123, and 45124 will be employed by PAAE. Additionally, employment with PAAE will be subject to subsequent arrest notifications provided by the Department of Justice (Education Code Section 45125(2)(j)).

SECTION 3: CHILD ABUSE REPORTING

Definitions

1. "Child Abuse" includes the following:
 - a) A physical injury inflicted by other than accidental means on a child by another person.
 - b) Sexual abuse of a child.
 - c) Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d) Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e) Neglect of a child or abuse in out-of-home care.

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all PAAE employees. The following PAAE personnel are required to report: Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse

reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report

In conformance with the requirements of the Penal Code, any school employee 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 a victim of child abuse shall report the known or suspected instance of child abuse to the local law enforcement and/or child protective 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. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, PAAE staff shall inform the Executive Director or designee. The Executive Director shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the Executive Director may assist in completing and filing these forms. If the mandated reporter does not disclose his/her identity to the Executive Director, he/she shall at least provide or mail a copy of the written report to the school without his/her signature or name.

Legal Responsibility and Liability

Mandated reporters have absolute immunity. PAAEmployees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. If a mandated reporter fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Within 36 hours of suspicion of child abuse, a written report must be sent, faxed or submitted electronically. The written report should be completed on form SS 8572, "Suspected Child Abuse Report," which can be found in this document as Appendix C.

Contact Information

1. San Diego County Department of Children and Family Services (DCFS) at (858) 616-5990 (24 hours per day-7 days per week).

https://www.sandiegocounty.gov/content/sdc/hhsa/facilities/north_central/north_central_region_administration_balboa.html

2. San Diego County Sheriff's Department, 9621 Ridgehaven Court, San Diego, CA 92123 Non-Emergency (858) 974-2110

<https://www.sdsheriff.gov/i-want-to/request>

Child Abuse Training Requirement

All PAAEmployees must annually complete the mandated reporter training requirement as determined by the Executive Director. The training must be completed no later than October 15 of every school year. Newly hired employees are required to complete the training course within six weeks of employment. Proof of completion of the training will

be kept on file.

SECTION 4: DISASTER PROCEDURES

The Charter School is an independent study program. By nature, our students do not come to a campus, and the school is only in custody of students in the event of annual state test proctoring. In the event that students are in our care during any disaster (including earthquakes, fire, natural disaster, harmful threat, etc.) our school personnel will follow the safety protocol and procedures of the rented or visiting facility.

This disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section 32282 and the California Government Code 8607 California Standardized Emergency Management System (SEMS). Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

What is SEMS? SEMS is a management model used to centralize, organize, and coordinate school response to an emergency crisis. This model facilitates the flow of information and resources, the use of standardized terminology and assignments, while allowing flexibility to expand or contract operations depending on the scope of the incident.

Site Specific Disaster Plan

The Executive Director or his/her designee will maintain a site-specific School Disaster Plan based on the SEMS plan. The staff of the Charter School will be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

More than likely, the Executive Director will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community.

When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident, which ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the site. The Incident Commander has full authority to command and direct resources. The Executive Director is typically the Incident Commander.

Depending on the nature and scope of the emergency, the Executive Director may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics, and Finance and Administration. If the situation warrants, the Executive Director can perform any or all five functions.

Incident/School Commander

The Management/Command Section is responsible for overall policy, direction and coordination of the emergency response effort during the incident. This Command Section is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate emergency plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide others with site specific status reports.
6. Authorize any release of public information.
7. Release teachers as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of the site until redirected/released by fire or law enforcement incident commander.

Operations Section

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search and Rescue
4. Coordinate Campus Check and Security
5. Coordinate Medical Aid
6. Coordinate Student Care
7. Coordinate Student Release
8. Coordinate Mental Health Counseling
9. Make sure teams have enough supplies
10. Reassign staff as needed
11. Schedule breaks and back-ups for staff
12. Coordinate mental health response activities

Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Manage and update status board

Logistics Section

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area (s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment, supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel

Finance and Administration Section

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items.
5. Document all activities.

Each School Site Disaster Plan must include the following:

1. An evacuation route map for the administrative office (if applicable).
2. Student and employee accounting system and forms

3. Student check-out procedure.

As the Charter School operates an independent study program, staff will adhere to the emergency plan of the facility or location when conducting state testing.

Preparedness

Emergency preparedness at school's starts with school staff emergency preparedness at home. To ensure PAAE staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of your car including:
 - Warm clothing
 - Non-perishable food and water.
 - Needed medication and first aid supplies.
 - Personal hygiene supplies.
 - Never let your car become too low on fuel.

Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts. employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. A local emergency has been proclaimed.
2. A State of Emergency has been proclaimed.
3. A Federal disaster declaration has been made.

Emergency Response Roles and Actions

If any of the following situations occurs PAAEat a location (rented space) for state testing, all staff will take action to ensure student safety.

- Active Shooter/Armed intruder
- Bomb Threat
- Chemical Accident
- Earthquake
- Explosion
- Fire
- Flood
- Windstorm
- Lockdown

Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—the Executive Director, the 911 Dispatcher, local fire department or police department, as appropriate.

School Responsibilities

If a disaster were to strike during testing, the primary responsibility is to ensure the safety and security of students and staff. We can expect student flight and panic to some degree, however most students will look to staff for their safety and proper actions in a disaster. Charter School personnel will remain with students until:

1. Regular dismissal time and only if it is considered safe to do so.
2. If a student is a minor, an adult authorized by the parent or legal guardian whose name appears on the Student Emergency Information Card arrives to pick up the student.

The Executive Director will:

1. Ensure that all site personnel are familiar with the procedures in the School

Disaster Plan (SEMS).

2. Provide information to parents annually about the guidelines and procedures of the disaster plan as well as the parents' responsibilities under the plan.
3. Work in coordination with staff and representatives from rented locations in the event of a disaster or emergency.
4. Coordinate the implementation of the School Disaster Plan (SEMS) in an actual event.
5. Designate a person who will assist in a disaster situation in his/her absence. Other authorized school personnel will all be cross trained to perform this duty in the event that the Executive Director is unavailable or incapacitated.
6. The Executive Director will inform parents of the procedures for checking out students after a disaster.
7. The Executive Director will coordinate all emergency response efforts remotely, working with the teachers at the scene, parents of students at state testing, and with representatives on location.

Authorized school personnel will:

1. Assist the Executive Director with notification of parents/guardians.
2. Manage incoming calls, questions, and concerns to others.
3. Remain on duty until dismissed by the Executive Director.

The Teacher will:

1. Become familiar with the School Disaster Plan.
2. Provide annual instruction to students in the drills and procedures of the Disaster Plan. They will orient the students periodically on disaster drill procedures.
3. Maintain a current roll sheet for testing location; check roll during each disaster; report any missing students to the command center.
4. Carry out other duties assigned by the Executive Director or designee.
5. Supervise and remain with their students unless they are assigned to other specific duties.

6. Keep roll books in their possession during drills and alerts. The roll book will include information about special needs students or those with special medical issues.
7. Remain on site and carry out their assignments until officially dismissed by the Executive Director or designee.

Procedures:

The Lead Teacher on location will have forms with emergency contact information on his/her person at all times. The Lead Teacher on site at state testing locations will have contact information of parents/guardians in the Student Information System on site. will follow the direction of officials, location personnel, and authorities to follow evacuation or lock down procedures of the facility. It is the responsibility of staff to keep students calm and follow instructions as given on site. As soon as possible, staff should contact the Executive Director to notify him/her of the situation. The Executive Director will remain in contact with the staff, relaying information to the parents/guardians as needed. will remain on site until all students have been released to the parent/guardian listed in the Student Information System.

Parent/Guardian Responsibilities:

In case of a declared emergency, minor students will be released only to persons designated in the Student Information System. Parents/guardians are responsible for ensuring that information in the Student Information System is current at all times.

Parents/guardians of minor students are asked to share in the Charter School's responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to the student to follow the school policy and directions of Charter School personnel. It is critical that students do not receive directions from parents/guardians that are contrary to the Charter School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

SECTION 5: SUSPENSION/EXPULSION

The Charter School reserves the right to suspend or expel students pursuant to the policy and procedures established by the governing board and pursuant to federal and state law. Frequent interaction among students, and between students and staff, will occur mostly online via one-to-one and collaborative communication tools, or Learning Period (LP) meetings. These participants may also interact from time to time during proctored testing events. The Charter School has disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to the Charter School policies that establish:

- expectations for civil and courteous student behavior.
- a process for investigating violations or alleged violations of the same.
- any lawful penalties or interventions to be imposed as a result.

Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

Grounds for Suspension or Expulsion

For Charter School students, the applicable suspension and expulsion policy and procedure is set forth in the terms of the charter between PAAE and Warner Springs Unified School District. Copies of the charter petition can be supplied upon request.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

For students who seek admission at the Charter School, the decision to admit a previously expelled pupil from another school district or charter school shall be in the

sole discretion of the Administrative Panel (which shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board). This decision will follow a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed a rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination.

SECTION 6: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

Education Code Section 49079

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 2021-2022 school years, the information provided shall be from the previous

two school years. For the 2022-2023 school years and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Notification of Suspension History

Each September and February, all teachers and the Executive Director will be provided via email a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are emailed. All teachers respond to the email indicating their review of the data.
2. The email will contain in the subject line the word “confidential” and teachers will be reminded via email about the confidential nature of the data.

Notification of Current Suspensions

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers will be sent an email advising the nature of the serious act and the dates of the suspension as well as any other pertinent information regarding the suspension.
2. Teachers will be reminded in the email about the confidential nature of the data.

Procedures for Notifying Law Enforcement Regarding Narcotic and Assault Suspensions/Expulsions

Education Code Section 48902

(a) The Director of a school or the Director’s designee shall, prior to the suspension or

expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code (assault).

(b) The Director of a school or the Director's designee shall, within one school day after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupils that may violate subdivision (c) or (d) of Section 48900.

(c) Notwithstanding subdivision (b), the Director of a school or the Director's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The Director of a school or the Director's designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a pupil or non-pupil on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.

(d) A Director, the Director's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

(e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the Director or Director's designee who is responsible for the failure of not more than five hundred dollars (\$500).

(f) The Director of a school or the Director's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and

disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

Transfers/Mandatory Alternative Placement

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract (if applicable). Copies of the written notice are maintained in the Student Information System.

Student Convictions

When the school receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the Executive Director will provide written notice to the teacher using the procedures outlined in "Current Suspensions." Copies of this notice are maintained in the Student Information System.

SECTION 7: DISCRIMINATION AND HARASSMENT

Unlawful Harassment Policy

It is the policy of PAAE to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. PAAE prohibits any such discrimination or harassment. It is our mission to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator or other employee of PAAE to harass a student, teacher, administrator, or

other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to PAAE (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings, and business-related social events.

What is Harassment?

Harassment can take many forms. As used in the CSSP, the term “harassment” includes:

1. Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status or any other protected status defined by law.
2. Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved.
3. Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
4. Offensive pictures, drawings or photographs or other communications, including email.
5. Threatening reprisals of an employee’s refusal to respond to requests for sexual favors or for reporting a violation to this policy.
6. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
 - b. Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individual.
 - c. Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All PAAE students, staff, and administrators have a responsibility for keeping our work and educational environment free of harassment.

Reporting

PAAE encourages reporting of all actual or perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, and/or the Executive Director. In addition, PAAE encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. PAAE recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. PAAE is serious about enforcing its policy against harassment. However, PAAE cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to PAAE's attention so it can take steps necessary to correct the problem.

Investigation/Complaint Procedure

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension, or dismissal, depending on the nature and severity of the offense. Additionally, appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Informal Procedure

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify his/her immediate supervisor who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the PAAE designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware, however, that PAAE may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement, or believe they have witnessed such conduct, should discuss their concerns with their supervisor or the Executive Director (or Human Resources if the complaint involves the Executive Director). PAAE encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality and discretion will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training,

referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination as PAAE believes appropriate under the circumstances. If a party to a complaint does not agree with its resolution, that party may appeal to the Executive Director (or Human Resources if the complaint involves the Executive Director). False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. PAAE will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of PAAE prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination and retaliation are

intended to complement and further those policies, not to form the basis of an exception to them.

Cyber-Bullying

The Charter School expects all students to use electronic communications in a responsible, ethical, and legal manner in order to ensure that offensive, harassing or other communication jeopardizing the integrity of the Charter School has not been made available to other students. By accepting the invitation to Instant message (IM) you are agreeing that you will use the IM properly for school, will communicate with staff and students appropriately, and will not partake in cyber-bullying or any form of harassment. In communicating via email or in Live Sessions you are agreeing that you will use the email or chatting properly for school, will communicate with staff and students appropriately, and will not partake in cyber-bullying or any form of harassment.

Harassment and cyber-bullying of or by students or teachers will not be tolerated in the online environment. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation). Cyber-bullying, sometimes called electronic bullying, is defined as the use of electronic communications to bully others (i.e., email, chat rooms, instant messaging, cell phones, threaded discussions, websites, or other electronic communication). Specifically, this can include threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others.

Offensive content includes, but is not limited to: sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status. Harassment and cyberbullying are actions that interfere with school success and/or create a hostile environment and will not be permitted.

Steps for Students to Follow

Students who believe that they are victims of cyber-bullying or harassment should follow the steps below:

1. Do not respond to the person accused of harassment or cyberbullying.

2. Document specific instances of cyber-bullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).
3. If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, Live Session, or group assignment), report the situation to the teacher and send the teacher the documentation.
4. If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the Executive Director and send the Executive Director the documentation.
5. If the abusive communication is from a staff member, report the situation to the Executive Director.
6. If the abusive communication is from the Executive Director, report the situation to Human Resources.

Administrative Action Plan

When a student reports an incident of cyber-bullying or harassment to a teacher:

1. The teacher will collect and review documentation if the abusive communication occurs as part of coursework.
2. The teacher will discuss the incident with the accused student and decide if the incident warrants a loss of points in the course and/or referral to the Executive Director. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
3. The teacher will warn the student about possible expulsion for repeated offenses.
4. The teacher will arrange a parent conference (if minor student) to discuss the matter.
5. If the student is referred to the Executive Director, the student may be a candidate for expulsion.

When a student reports an incident of cyber-bullying or harassment by a staff member to the Executive Director, that person will discuss the incident with the accused and will

take necessary actions to address the complaint.

Disciplinary Action

Students engaging in harassment or cyberbullying behavior:

- may lose points for coursework.
- will have a conference scheduled with the Executive Director or designee to discuss the matter. If the student is a minor, the parent or guardian will be requested to participate in the conference.
- will receive a warning about possible expulsion for a repeated offense.
- will be candidates for expulsion dependent on the severity or frequency of the offense.

Staff Member Responsibilities Regarding Harassment or Cyber-Bullying:

- Teachers collect and review documentation and discuss the incident(s) with the student.
- Teachers record the documentation in the student's electronic file.
- Teachers arrange a parent conference (if minor student) to discuss the matter.
- Teachers warn the student about possible expulsion. The Executive Director initiates administrative expulsions as described above.

Hate Crime Reporting Procedures

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Executive Director or designee. If the student believes

that the situation has not been remedied by the Executive Director or designee, he/she may file a complaint in accordance with the school's complaint procedures.

2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee. The Executive Director or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.
3. The Executive Director or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

SECTION 8: SCHOOLWIDE DRESS CODE

The purpose of the Charter School dress code is to advocate a successful, respectful, and safe learning environment for all students and staff. Dress may not interfere with or distract from learning and must be appropriate for the school activity. Inappropriate dress will be reported to the Executive Director. If the Executive Director finds the clothing is in violation of the dress code, individuals may be asked to change clothes when possible or be prohibited from participating in a school-sponsored activity.

Examples of Inappropriate Dress

- Clothing, jewelry, book covers, backpacks or binders that contain sexual connotations, mentions tobacco, alcohol, drugs, profanity, obscenity, weapons, violence, or gangs
- Clothing that is revealing, strapless, see-through, low-cut, or exposes the midriff
- Clothing that is not the appropriate length to meet the tips of the fingers when arms are down at the side with fingers extended
- Pants and shorts must fit at the waist without sagging to reveal undergarments
- Shoes must be worn at all times
- Clothing which may be intimidating to others such as metal studs, spikes, gang affiliation/attire, or puts the wearer in danger

The Executive Director retains the sole discretion to make the final determination

whether clothing, jewelry and accessories, and/or appearance meet acceptable standards.

SECTION 9: SAFE INGRESS AND EGRESS

The Charter School is an independent study program. By nature, our students do not come to a campus, and the school is only in custody of students in the event of annual state test proctoring. In the event that students will be in our care, school personnel will provide all relevant ingress and egress information specific to the location as applicable in order to ensure safety of pupils, parents, and school employees to and from testing locations.

SECTION 10: SAFE AND ORDERLY ENVIRONMENT

It is the priority of PAAE to provide students, families, and staff a safe environment free from harm, so they can pursue and support the education goals of the students.

Nondiscrimination and Fair Treatment of Pupils

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The Charter School does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Education 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Acceptable Use Policy

Internet access is required for students taking Charter School courses. Internet access offers valuable, diverse, and unique resources to both students and teachers. Access must be used in a responsible, safe, efficient, ethical, and legal manner.

With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material available on the Internet

may contain items that are potentially illegal, defamatory, inaccurate, and/or offensive. On a global network, it is impossible to control all materials, and an industrious user may discover controversial information either by accident or deliberately.

The Charter School does not warrant, and specifically disclaims, all warranties of any kind, expressed or implied, including but not limited to, the implied warranty of merchantability, fitness for a particular purpose or non-infringement, relating to the use of, and/or materials obtained, via the Internet. The disclaimer includes direct, incidental, consequential, indirect, or punitive damages arising from internet use. In other words, The Charter School does not authorize and does reject all claims accessed via the Internet.

Notwithstanding, the Charter School firmly believes that the benefits to students from access to the Internet, in order to achieve the student's goals and objectives, far outweigh the possibility that users may procure material that is inconsistent with the Charter School educational goals.

Access to the Internet is a privilege, not a right. That access entails responsibility. The smooth operation of the network depends on the proper conduct of the students and staff, who must adhere to strict guidelines. These guidelines are provided here so that students are aware of the responsibilities they must assume.

Punishable Infractions:

Do not use obscene, profane, lewd, vulgar, rude, threatening, or disrespectful language, and do not use a computer in a way that lacks consideration and respect. These actions not only violate the school's policy but may violate the laws of California or the United States (see Harassment and Cyber-Bullying section).

Do not cut, copy, or plagiarize internet content, and always properly acknowledge the source of materials in accordance with the Charter School academic integrity policy (see Academic Integrity section).

Do not create or distribute harmful computer viruses, and never transmit or publish any information, software, or content that is or that you suspect will be harmful. These

actions not only violate the school's policy but may violate the laws of California or the United States.

Do not hack into others' systems; do not send spam or unwanted/unsolicited email (see Harassment and Cyber-Bullying section).

Netiquette:

Do not violate the terms and conditions of websites.

Do not violate any intellectual property rights of others, including, for example, the copyrights and trademarks of others. Never transmit or publish any information, software, or content that violates or infringes on the rights of others.

Always report any security problems or vulnerabilities in the schools' computers, network, or internet connection to a staff member.

Do not violate the privacy of others, and never view files that were not intended for your use.

Do not give out personal information – including your full name (use only your first name), home phone number, home address, email address, or other data – anywhere on the Internet.

Always write down any error message that appears when you are working with any application and report it to a staff member.

Do not use email to transmit private information such as credit card numbers or Social Security numbers. Email messages can easily be intercepted and viewed.

Do not reply to email messages from strangers asking you for personal information, attempting to arrange meetings, or engaging in personal contact. Always report any message you receive that is inappropriate or that makes you uncomfortable to your

instructor or to another school employee.

Always protect your password – do not share your password or use anyone else's.

Do not partake in any form of harassment or inappropriate behavior via use of the Internet, Live Sessions, IM, text, or email system.

Users are subject to all local, state, and federal laws and agree to abide by all such laws. The Executive Director will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity to present an explanation, unless law enforcement officials direct us otherwise. Any violations may result in removal from the Charter School's course(s) or expulsion from the school, as well as other disciplinary or legal action.

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such behaviors will contact the Executive Director. The Executive Director will investigate the situation, and if warranted, will report this to the student's parent/guardian(s). The Executive Director may refer students to counseling, and if warranted, to law enforcement.

APPENDIX A: SUICIDE PREVENTION

The publications of many organizations and governmental agencies contain advice for people who are engaged with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

Get Help by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

APPENDIX B: EDUCATIONAL ACTIVITY PERMISSION SLIP AND WAIVER

For use by a parent of a minor student participating in a group or parent guided educational activity

Group Activity: _____ Activity Location: _____

Activity Date: _____ Leave By: _____ Return By: _____

Teacher/Supervising Charter Employee Name _____

Information: Education code Section 35330 authorizes the governing board of any school district to conduct field trips or excursions for students in connection with courses of instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country. Field trips or excursions may be connected with such courses of instruction or such school activities that further the student's education and participation is voluntary.

Student # _____ Student Name _____

Grade _____ Cost _____

Student # _____ Student Name _____

Grade _____ Cost _____

Parent Guardian Name _____

Address _____ City _____

Zip _____

Home# _____ Cell# _____ Work # _____ Email _____

PLEASE INITIAL #1 OR #2 BELOW TO INDICATE DESIRED ACTION IN THE EVENT OF ACCIDENT OR EMERGENCY:

____1. In the event of accident or emergency, when a parent/guardian is unavailable, I hereby authorize a representative of the school to make such arrangements as he/she considers necessary for my child to receive medical/hospital care, including necessary transportation. Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as he/she considers necessary. In the event that said physician is not available at any time, I authorize such care and treatment to be performed by licensed physician or surgeon. THE UNDESIGNED PARENT/GUARDIAN FULLY UNDERSTANDS HE/SHE IS RESPONSIBLE TO PAY ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.

If your child is injured at a group educational activity, contact the school at _____.

____2. I do not choose the above statement and desire the following action to be taken:

WAIVER: "California law provides as follows: „All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims". (Ed. Code Sec. 35330)

Pathways Academy Adult Education (Hereinafter referred to as ("PAAE" or "Charter School"))

I/We, _____ intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "Charter School", or any teacher or employee of "Charter School" and is voluntary. I understand that in determining that participation in this Activity has educational value, "Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used. In addition, the charter school has not provided or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit. I hereby waive, release and discharge "Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

I HAVE CAREFULLY READ THIS AGREEMENT, WAIVER, AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE

THAT THIS RELEASE OF LIABILITY IS A CONTRACT BETWEEN MYSELF AND THE CHARTER SCHOOL

My signature below authorizes my student to participate in this group education activity. By signing below I represent that I have the authority to sign this form on behalf of any minor(s) listed above.

Parent/Guardian Name (PRINTED) _____

Parent/Guardian Signature _____

Relationship to Minor _____ **Date:** _____

I give permission for my child/children to have any photos taken on this field trip to be used on our website or social media pages.
Yes _____ No _____

Return Form By: _____

OFFICE USE: Number of Students Attending # _____ Number of other family members attending # _____

Amount Enclosed \$ _____ (CHECK ONLY)

APPENDIX C: SUSPECTED CHILD ABUSE REPORT, FORM SS8572

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

CASE NAME: _____

SUSPECTED CHILD ABUSE REPORT

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	DID MANDATED REPORTER WITNESS THE INCIDENT?	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE			
B. REPORTING AGENCY	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL		
	OFFICIAL CONTACTED - TITLE/TELEPHONE ()							
C. VICTIM	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	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:			TYPE OF ABUSE (CHECK ONE OR MORE)			
				<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"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT			
			<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME					
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT VICTIM'S DEATH?		RESULT IN THIS <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D. INVOLVED PARTIES	VICTIM SIBLING		NAME		BIRTHDATE	SEX	ETHNICITY	
			1.3.					
			2.4.					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
	ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
ADDRESS		Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
SUSPECT		SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	

	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 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 determined not to be unfounded.

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

APPENDIX D: HAZARDS ASSESSMENT CHECKLIST

HAZARD ASSESSMENT CHECKLIST

The following checklist can be used to identify and evaluate hazards in your workplace. This checklist covers a wide variety of workplace safety and health hazards. All of the topics covered in this checklist may not apply to your particular workplace. When evaluating your workplace use the sections of the checklist that apply to your workplace and work activities.

GENERAL WORK ENVIRONMENT

- Are all worksites clean and orderly?
- Are work surfaces kept dry or appropriate means taken to assure the surfaces are slip-resistant?
- Are all spilled materials or liquids cleaned up immediately?
- Is combustible scrap, debris and waste stored safely and removed from the worksite promptly?
- Is accumulated combustible dust routinely removed from elevated surfaces, including the overhead structure of buildings?
- Is combustible dust cleaned up with a vacuum system to prevent the dust going into suspension?
- Is metallic or conductive dust prevented from entering or accumulation on or around electrical enclosures or equipment?
- Are covered metal waste cans used for oily and paint-soaked waste?
- Are all oil and gas fired devices equipped with flame failure controls that will prevent flow of fuel if pilots or main burners are not working?
- Are paint spray booths, dip tanks and the like cleaned regularly?
- Are the minimum number of toilets and washing facilities provided?
- Are all toilets and washing facilities clean and sanitary?
- Are all work areas adequately illuminated?
- Are pits and floor openings covered or otherwise guarded?

WALKWAYS

- Are aisles and passageways kept clear?
- Are aisles and walkways marked as appropriate?
- Are wet surfaces covered with non-slip materials?
- Are holes in the floor, sidewalk or other walking surface repaired properly, covered or otherwise made safe?
- Is there safe clearance for walking in aisles where motorized or mechanical handling equipment is operating.
- Are spilled materials cleaned up immediately?
- Are materials or equipment stored in such a way that sharp projectiles will not interfere with the walkway?
- Are changes of direction or elevations readily identifiable?
- Are aisles or walkways that pass near moving or operating machinery, welding operations or similar operations arranged so employees will not be subjected to potential hazards?
- Is adequate headroom provided for the entire length of any aisle or walkway?
- Are standard guardrails provided wherever aisle or walkway surfaces are elevated more than 30 inches above any adjacent floor or the ground?
- Are bridges provided over conveyors and similar hazards?

FLOOR AND WALL STAIRWAYS

- Are floor openings guarded by a cover, guardrail, or equivalent on all sides (except at entrance to stairways or ladders)?
- Are toeboards installed around the edges of a permanent floor opening (where persons may pass below the opening)?
- Are skylight screens of such construction and mounting that they will withstand a load of at least 200 pounds?
- Is the glass in windows, doors, glass walls that are subject to human impact, of sufficient thickness and type for the condition of use?

- Are grates or similar type covers over floor openings such as floor drains, of such design that foot traffic or rolling equipment will not be affected by the grate spacing?
- Are unused portions of service pits and pits not actually in use either covered or protected by guardrails or equivalent?
- Are manhole covers, trench covers and similar covers, plus their supports, designed to carry a truck rear axle load of at least 20,000 pounds when located in roadways and subject to vehicle traffic?
- Are floor or wall openings in fire resistive construction provided with doors or covers compatible with the fire rating of the structure and provided with self-closing feature when appropriate?

STAIRS & STAIRWAYS

- Are standard stair rails or handrails on all stairways having four or more risers?
- Are all stairways at least 22 inches wide?
- Do stairs have at least a 6'6" overhead clearance?
- Do stairs angle no more than 50 and no less than 30 degrees?
- Are stairs of hollow-pan type treads and landings filled to noising level with solid material?
- Are step risers on stairs uniform from top to bottom, with no riser spacing greater than 7-1/2 inches?
- Are steps on stairs and stairways designed or provided with a surface that renders them slip resistant?
- Are stairway handrails located between 30 and 34 inches above the leading edge of stair treads?
- Do stairway handrails have a least 1-1/2 inches of clearance between the handrails and the wall or surface they are mounted on?
- Are stairway handrails capable of withstanding a load of 200 pounds, applied in any direction?
- Where stairs or stairwell exit directly into any area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Do stairway landings have a dimension measured in the direction of travel, at least equal to width of the stairway?
- Is the vertical distance between stairway landings limited to 12 feet or less?

EXITING OR EGRESS

- Are all exits marked with an exit sign and illuminated by a reliable light source?
- Are the directions to exits, when not immediately apparent, marked with visible signs?
- Are doors, passageways or stairways, that are neither exits nor access to exits and which could be mistaken for exits, appropriately marked "NOT AN EXIT", "TO BASEMENT", "STOREROOM", and the like?
- Are exit signs provided with the word "EXIT" in lettering at least 5 inches high and the stroke of the lettering at least 1/2 inch wide?
- Are exit doors side-hinged?
- Are all exits kept free of obstructions?
- Are at least two means of egress provided from elevated platforms, pits or rooms where the absence of a second exit would increase the risk of injury from hot, poisonous, corrosive, suffocating, flammable, or explosive substances?
- Are there sufficient exits to permit prompt escape in case of emergency?
- Are special precautions taken to protect employees during construction and repair operations?
- Is the number of exits from each floor of a building, and the number of exits from the building itself, appropriate for the building occupancy load?
- Are exit stairways which are required to be separated from other parts of a building enclosed by at least two hour fire-resistive construction in buildings more than four stories in height, and not less than one-hour fire resistive construction elsewhere?
- When ramps are used as part of required exiting from a building, is the ramp slope limited to 1- foot vertical and 12 feet horizontal?
- Where exiting will be through frameless glass doors, glass exit doors, storm doors, and such are the doors fully tempered and meet the safety requirements for human impact?

EXIT DOORS

- Are doors that are required to serve as exits designed and constructed so that the way of exit travel is obvious and direct?
- Are windows that could be mistaken for exit doors, made inaccessible by means of barriers or railings?

- Are exit doors openable from the direction of exit travel without the use of a key or any special knowledge or effort, when the building is occupied?
- Is a revolving, sliding or overhead door prohibited from serving as a required exit door?
- Where panic hardware is installed on a required exit door, will it allow the door to open by applying a force of 15 pounds or less in the direction of the exit traffic?
- Are doors on cold storage rooms provided with an inside release mechanism that will release the latch and open the door even if it's padlocked or otherwise locked on the outside?
- Where exit doors open directly onto any street, alley or other area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Are doors that swing in both directions and are located between rooms where there is frequent traffic, provided with viewing panels in each door?

ENVIRONMENTAL CONTROLS

- Are all work areas properly illuminated?
- Are employees instructed in proper first aid and other emergency procedures?
- Are hazardous substances identified which may cause harm by inhalation, ingestion, skin absorption or contact?
- Are employees aware of the hazards involved with the various chemicals they may be exposed to in their work environment, such as ammonia, chlorine, epoxies, and caustics?
- Is employee exposure to chemicals in the workplace kept within acceptable levels?
- Can a less harmful method or product be used?
- Is the work area's ventilation system appropriate for the work being performed?
- Are spray painting operations done in spray rooms or booths equipped with an appropriate exhaust system?
- Is employee exposure to welding fumes controlled by ventilation, use of respirators, exposure time, or other means?
- Are welders and other workers nearby provided with flash shields during welding operations?
- If forklifts and other vehicles are used in buildings or other enclosed areas, are the carbon monoxide levels kept below maximum acceptable concentration?
- Has there been a determination that noise levels in the facilities are within acceptable levels?
- Are steps being taken to use engineering controls to reduce excessive noise levels?
- Are proper precautions being taken when handling asbestos and other fibrous materials?
- Are caution labels and signs used to warn of asbestos?
- Are wet methods used, when practicable, to prevent the emission of airborne asbestos fibers, silica dust and similar hazardous materials?
- Is vacuuming with appropriate equipment used whenever possible rather than blowing or sweeping dust?
- Are grinders, saws, and other machines that produce respirable dusts vented to an industrial collector or central exhaust system?
- Are all local exhaust ventilation systems designed and operating properly such as airflow and volume necessary for the application? Are the ducts free of obstructions or the belts slipping?
- Is personal protective equipment provided, used and maintained wherever required?
- Are there written standard operating procedures for the selection and use of respirators where needed?
- Are restrooms and washrooms kept clean and sanitary?
- Is all water provided for drinking, washing, and cooking potable?
- Are all outlets for water not suitable for drinking clearly identified?
- Are employees' physical capacities assessed before being assigned to jobs requiring heavy work?
- Are employees instructed in the proper manner of lifting heavy objects?
- Where heat is a problem, have all fixed work areas been provided with spot cooling or air conditioning?
- Are employees screened before assignment to areas of high heat to determine if their health condition might make them more susceptible to having an adverse reaction?
- Are employees working on streets and roadways where they are exposed to the hazards of traffic, required to wear bright colored (traffic orange) warning vest?
- Are exhaust stacks and air intakes located that contaminated air will not be recirculated within a building or other enclosed area?

- Is equipment producing ultra-violet radiation properly shielded?

FLAMMABLE & COMBUSTIBLE MATERIALS

- Are combustible scrap, debris and waste materials (i.e. oily rags) stored in covered metal receptacles and removed from the worksite promptly?
- Is proper storage practices to minimize the risk of fire including spontaneous combustion?
- Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?
- Are all connections on drums and combustible liquid piping, vapor and liquid tight?
- Are all flammable liquids kept in closed containers when not in use (e.g. parts cleaning tanks, pans)?
- Are bulk drums of flammable liquids grounded and bonded to containers during dispensing?
- Do storage rooms for flammable and combustible liquids have explosion-proof lights?
- Do storage rooms for flammable and combustible liquids have mechanical or gravity ventilation?
- Is liquefied petroleum gas stored, handled, and used in accordance with safe practices and standards?
- Are liquefied petroleum storage tanks guarded to prevent damage from vehicles?
- Are all solvent wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite?
- Is vacuuming used whenever possible rather than blowing or sweeping combustible dust?
- Are fire separators placed between containers of combustibles or flammables, when stacked one upon another, to assure their support and stability?
- Are fuel gas cylinders and oxygen cylinders separated by distance, fire resistant barriers or other means while in storage?
- Are fire extinguishers selected and provided for the types of materials in areas where they are to be used?
- Class A: Ordinary combustible material fires.
- Class B: Flammable liquid, gas or grease fires.
- Class C: Energized-electrical equipment fires.
- If a Halon 1301 fire extinguisher is used, can employees evacuate within the specified time for that extinguisher?
- Are appropriate fire extinguishers mounted within 75 feet of outside areas containing flammable liquids, and within 10 feet of any inside storage area for such materials?
- Is the transfer/withdrawal of flammable or combustible liquids performed by trained personnel?
- Are fire extinguishers mounted so that employees do not have to travel more than 75 feet for a class "A" fire or 50 feet for a class "B" fire?
- Are employees trained in the use of fire extinguishers?
- Are extinguishers free from obstructions or blockage?
- Are all extinguishers serviced, maintained and tagged at intervals not to exceed one year?
- Are all extinguishers fully charged and in their designated places?
- Is a record maintained of required monthly checks of extinguishers?
- Where sprinkler systems are permanently installed, are the nozzle heads directed or arranged so that water will not be sprayed into operating electrical switchboards and equipment?
- Are "NO SMOKING" signs posted where appropriate in areas where flammable or combustible materials are used or stored?
- Are "NO SMOKING" signs posted on liquefied petroleum gas tanks?
- Are "NO SMOKING" rules enforced in areas involving storage and use of flammable materials?
- Are safety cans used for dispensing flammable or combustible liquids at a point of use?
- Are all spills of flammable or combustible liquids cleaned up promptly?
- Are storage tanks adequately vented to prevent the development of excessive vacuum or pressure as a result of filling, emptying, or atmosphere temperature changes?
- Are storage tanks equipped with emergency venting that will relieve excessive internal pressure caused by fire exposure?
- Are spare portable or butane tanks, which are used by industrial trucks stored in accord with regulations?

FIRE PROTECTION

- Do you have a fire prevention plan?

- Does your plan describe the type of fire protection equipment and/or systems?
- Have you established practices and procedures to control potential fire hazards and ignition sources?
- Are employees aware of the fire hazards of the material and processes to which they are exposed?
- Is your local fire department well acquainted with your facilities, location and specific hazards?
- If you have a fire alarm system, is it tested at least annually?
- If you have a fire alarm system, is it certified as required?
- If you have interior standpipes and valves, are they inspected regularly?
- If you have outside private fire hydrants, are they flushed at least once a year and on a routine preventive maintenance schedule?
- Are fire doors and shutters in good operating condition?
- Are fire doors and shutters unobstructed and protected against obstructions, including their counterweights?
- Are fire door and shutter fusible links in place?
- Are automatic sprinkler system water control valves, air and water pressures checked weekly/periodically as required?
- Is maintenance of automatic sprinkler system assigned to responsible persons or to a sprinkler contractor?
- Are sprinkler heads protected by metal guards, when exposed to physical damage?
- Is proper clearance maintained below sprinkler heads?
- Are portable fire extinguishers provided in adequate number and type?
- Are fire extinguishers mounted in readily accessible locations?
- Are fire extinguishers recharged regularly and noted on the inspection tag?
- Are employees periodically instructed in the use of extinguishers and fire protection procedures?

EMERGENCY ACTION PLAN

- Are you required to have an emergency action plan?
- Does the emergency action plan comply with requirements of T8CCR 3220(a)?
- Have emergency escape procedures and routes been developed and communicated to all employees?
- Do employees, who remain to operate critical plant operations before they evacuate, know the proper procedures?
- Is the employee alarm system that provides a warning for emergency action recognizable and perceptible above ambient conditions?
- Are alarm systems properly maintained and tested regularly?
- Is the emergency action plan reviewed and revised periodically?
- Do employees know their responsibilities:
- For reporting emergencies?
- For conducting rescue and medical duties?

INFECTION CONTROL

- Are employees potentially exposed to infectious agents in body fluids?
- Have occasions of potential occupational exposure been identified and documented?
- Has a training and information program been provided for employees exposed to or potentially exposed to blood and/or body fluids?
- Have infection control procedures been instituted where appropriate, such as ventilation, universal precautions, workplace practices, and personal protective equipment?
- Are employees aware of specific workplace practices to follow when appropriate? (Hand washing, handling sharp instruments, handling of laundry, disposal of contaminated materials, reusable equipment.)
- Is personal protective equipment provided to employees, and in all appropriate locations?
- Is the necessary equipment (i.e. mouthpieces, resuscitation bags, and other ventilation devices) provided for administering mouth-to-mouth resuscitation on potentially infected patients?
- Are facilities/equipment to comply with workplace practices available, such as hand-washing sinks, biohazard tags and labels, needle containers, detergents/disinfectants to clean up spills?
- Are all equipment and environmental and working surfaces cleaned and disinfected after contact with blood or potentially infectious materials?

- Is infectious waste placed in closable, leak proof containers, bags or puncture-resistant holders with proper labels?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Training on workplace practices, which should include blood drawing, room cleaning, laundry handling, clean up of blood spills?
- Training on needlestick exposure/management?
- Hepatitis B vaccinations?

ERGONOMICS

- Can the work be performed without eye strain or glare to the employees?
- Does the task require prolonged raising of the arms?
- Do the neck and shoulders have to be stooped to view the task?
- Are there pressure points on any parts of the body (wrists, forearms, back of thighs)?
- Can the work be done using the larger muscles of the body?
- Can the work be done without twisting or overly bending the lower back?
- Are there sufficient rest breaks, in addition to the regular rest breaks, to relieve stress from repetitive-motion tasks?
- Are tools, instruments and machinery shaped, positioned and handled so that tasks can be performed comfortably?
- Are all pieces of furniture adjusted, positioned and arranged to minimize strain on all parts of the body?