

School Safety Plan

**2025-2026
School Year**

School: Redwood Preparatory Charter School
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Fortuna, CA 95540-3463
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Approved by:

| Name | Title | Signature | Date |
|-----------------|-------------------------------|-----------|------|
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School Safety Plan Purpose

This School Safety Plan has been prepared to fulfill the obligation of Redwood Preparatory Charter School as set forth in its charter petition, pursuant to Education Code section 47605(c)(5)(F), to develop a school safety plan addressing the safety topics listed in subparagraphs (A) to (O) of paragraph (2) of subdivision (a) of Education Code section 32282, as applicable.

The School Safety Plan will be reviewed and updated by March of each year.

<http://www.redwoodprep.org>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Redwood Preparatory Charter School is committed to maintaining a safe and secure campus for all of its pupils and staff. Moreover, Redwood Preparatory Charter School has agreed to adopt a SSP to implement the Health and Safety Element of its Charter Petition. To that end, this School Safety Plan covers RPC's policies and expectations regarding the practices of the 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.

Components of the School Safety Plan

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

All school employees receive training in the SSP upon joining the school and should review any changes to the SSP annually.

School Staff members participate in annual first aid and CPR training and certification. Additional trainings include but are not limited to mandated reporting, blood-borne pathogens, sexual harassment, and active shooter drills. Emergency drills are scheduled:

- Fire Drill: At least once per trimester, a fire drill should be conducted in which all pupils, teachers, and other employees are required to evacuate the building.
- Civil Defense (Lockdown) Drill: A Civil Defense Drill should be conducted at least twice each school year following the school's Civil Defense Procedure.
- Earthquake Duck & Cover Drill: This drill should be performed twice per school year.

(A) Child Abuse Reporting Procedures

Redwood Preparatory Charter School is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

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, Redwood Prep's child care custodians (including teachers, administrative officers, certificated personnel, volunteers, contractors, and board members who will be in direct supervision of students without a staff member present) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Redwood Prep will be trained as required by law and must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

Redwood Prep maintains zero tolerance for abuse. Every member of any Redwood Prep community must participate actively in the protection of its students. All staff, volunteers, contractors, and board members must report suspected problems and/or sex offenders/offences at the school site.

All Redwood Preparatory Charter school will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked;
- All unused buildings and areas must be designated and enforced as off-limits to children;
- Interior doors should be left open and unlocked when rooms are in use; and
- Blinds should be left open to allow informal monitoring by a passerby.

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

- Policy violations,
- Neglectful supervision,
- "Private time" with students,
- Taking students off premises without adhering to procedures,
- Buying unusual gifts for children and youth,
- Swearing or making suggestive comments to students, or
- 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 Director 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. Redwood Prep will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of our safety plan and safety policies.

Employee conduct with students:

All Redwood Preparatory Charter School employees, volunteers, contractors, and board members are responsible for conducting themselves in ways that preserve the safety of students and that prevent either the reality of or perception of inappropriate interaction with students.

In general, all Redwood Preparatory Charter School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, gender, gender identity, gender expression, immigration status, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

(B) Disaster Procedures**Disaster Plan (See Appendix)**

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. Each teacher will include the Disaster Plan guidelines in the emergency backpacks in each classroom.

General Emergency Procedures

1. Take an emergency backpack containing first-aid supplies, a class roster and student emergency cards.
2. Evacuate classroom.
3. Leave a green ok/red help sign on the door.
4. Meet at designated safety zone(s) if appropriate. If not appropriate, meet at Campton Heights parking lot or on the north parking lot of the Church of Christ of Latter-Day Saints.

Fire

1. Director and/or designee will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
2. Director and/or designee will sound the fire alarms.
3. Staff will follow emergency procedures previously described.
4. 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, director or office manager 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 director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Director, or designee, will notify the electrical company (PG&E) at 800-743-5002.
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. Director, or designee, will call 911 in case of an emergency break.
2. Staff to follow the emergency procedures previously described.

Water Main Break

1. Director, or designee, notifies the water department number (707) 725-7600.
2. Director, or designee, shuts off water.
3. Director or designee notifies the police.
4. Director or designee determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Director, or designee, turns off water to the drinking fountains and sinks.
2. Instruct teachers to move students away from drinking fountains and sinks.
3. Director, or designee, notifies the water department.

Chemical Spill/ Incident

If Indoors:

1. Contact 911 if dealing with an unknown chemical or shelter in place
2. Block or rope off area – DO NOT TOUCH ANYTHING.
3. Evacuate room and turn off air conditioning system.
4. Director, or designee, will check for chemical safety data in the MSDS binder to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the director 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 Director:

1. Call 911.
2. Staff closes, locks and secures all doors, turn off lights, students follow lock down procedures.
3. Staff assess situation and makes directive for the students they are in charge of at the time.
4. Director and/or assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure area.
5. Director or law enforcement will control and organize media.
6. Students and staff will meet at one of the following "safe spots":
 - a. Church of Jesus Christ of Latter-Day Saints lawn area.
 - b. Campton Heights Market parking lot.
7. If off-site evacuations occur, parents will meet and reunite with students and staff at Newburg Park or location designated by Fortuna Police Department at time of emergency.
8. Director 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 Director, or designee, immediately.
2. Director, or designee, will call 911.
3. Staff will evacuate students if necessary.
4. 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 sighting of a suspicious object, the person would:

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

In all cases:

1. If Director, or designee, determines to evacuate, staff follows emergency procedures previously described.
2. Evacuate students to the property of Campton Heights parking lot or Church of Christ of Latter Day Saints lawn.
3. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
4. If you see any suspicious object, steer clear of it and report it to the Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
5. 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 evacuate 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/Suicide

1. Director or designee, will call: **911**.
2. Director or designee will be notified in the event of a death or suicide on campus.
3. Director or designee will notify teachers to keep students in their classrooms until informed otherwise.
4. Director or designee and Fortuna Police Department will control and organize media.
5. Director will ensure that counseling services are available as soon as possible.

Suicide Prevention

The Director or designee will call: **988**

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students. Redwood Preparatory Charter School has adopted a comprehensive suicide prevention policy, which identifies the staff liaison responsible for student education, staff training and responding to incidents under the policy. Please see the complete Policy located at the end of the SSP titled "Suicide Prevention Policy."

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. Director, or designee, should alert staff of a potential suspicious intruder/animal.
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. Staff supervises students who are in their care.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from Director and/or police/animal agency.

Public Agency Use of School Buildings for Emergency Shelters

Redwood Prep will consider any request to use its facility to by the American Red Cross or similar organization, to the extent possible, in the event of a disaster.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Redwood Preparatory Charter School's ("RPC" or "Charter School") discipline philosophy is based on building intrinsic motivation to make positive choices; educationally, socially and emotionally. RPC utilizes the philosophies of the Responsive Classroom founded by the North East Foundation for Children, Inc.; Habits of Mind by Arthur L. Costa, Ed.D., and Bena Kallick, Ph. D.; Love and Logic, by Jim Fay; and Discipline without Stress, Rewards or Punishment by Dr. Marvin Marshall. Students are encouraged to develop intrinsic motivation through the use of goal setting, conferencing, and self-reflection.

Redwood Preparatory Charter School enforces disciplinary rules and procedures fairly and consistently among all students. The Pupil Suspension and Expulsion Policy (the "Policy") for RPC has been established in order to promote learning and protect the safety and well-being of all students. In creating this policy, RPC has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. RPC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or dismiss a student from regular classroom instruction. This policy shall serve as the RPC's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The Policy is printed and distributed as part of the Parent/Student Handbook and clearly describes discipline expectations. The director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that the Policy is available on request at RPC's office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, and the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform them of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off campus; d) during, going to, or coming from a school-sponsored activity

B. Enumerated Offenses

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 or willfully used force of violence upon the person of another, except self-defense.
 - b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, , which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - 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 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 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, which includes but is not limited to, electronic files and databases. 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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their 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, threatened 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 school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or 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 like age, or for a person of like 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 their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

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

2) “Electronic Act” means the creation or 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, video, 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. An act of cyber sexual bullying.

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

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

3) 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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

x) 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.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3) Discretionary Expellable Offenses: Students may be recommended for expulsion 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 or violence upon the person of another, except self-defense.

c) 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.

d) 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.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) 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 pupils’ own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) 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.

m) 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.

n) 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.

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

p) 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.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) 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.

s) Caused, attempted to cause, threatened 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.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) 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 like age, or for a person of like 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 their physical or mental health

iii. Causing a reasonable student to experience substantial interference with their academic performance.

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

2) “Electronic Act” means the creation or 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, video, or image.

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

(d) 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.

(e) 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.

(f) 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. An act of cyber sexual bullying.

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

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

3) 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.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) 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.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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

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

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

Suspension Procedures

- Step One – Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and their parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

- Step Two – Notice to Parents/Guardians

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

- Step Three – Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

Authority to Expel

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

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

Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

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

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

- The date and place of the expulsion hearing;- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

Written Notice to Expel

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

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

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

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

In accordance with Education Code Section 47605(d)(3), upon expulsion of any student, RPC shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon RPC's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District or SELPA

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

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

(D) Procedures to Notify Teachers of Dangerous Pupils

If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the Director, or designee, shall inform appropriate staff members pursuant to Section 49079 of the Education Code. That Section requires notification 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. Such information will remain confidential and will not be further disseminated by school staff.

(E) Harassment, Intimidation, Discrimination, and Bullying Policy

Redwood Prep maintains a comprehensive Title IX policy and Harassment, Intimidation, Discrimination and Bullying Policy, which addresses discrimination and harassment in the school setting. This policy is available on the RPC website, the administrative office, and at the end of this SSP. RPC also prohibits unlawful discrimination and harassment in the workplace.

Redwood Preparatory Charter School forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Redwood Preparatory Charter School 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 their 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) Redwood Prep 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 their 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.

C. Reporting, Investigation, and Sanctions

(1) It is the express policy of Redwood Prep to encourage victims of sexual harassment to report such claims. Redwood Prep understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Redwood Prep should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by Redwood Prep. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, Redwood Prep will notify the complainant of the results of the investigation. Redwood Prep will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Redwood Prep will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying Redwood Prep of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Redwood Preparatory Charter School's employment law poster or by checking the state government listings in the local telephone directory.

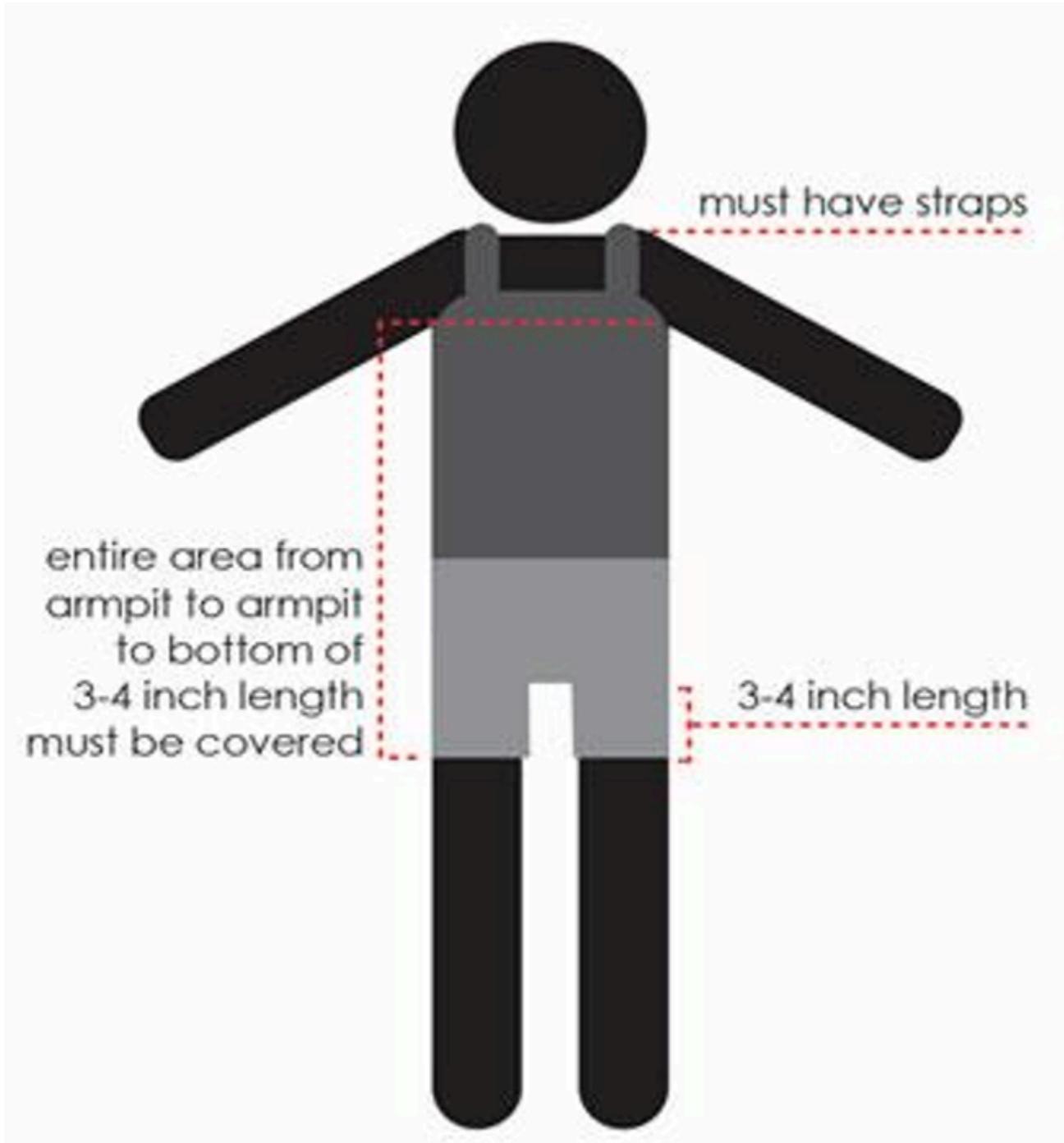
(F) School-wide Dress Code Relating to Gang-Related Apparel

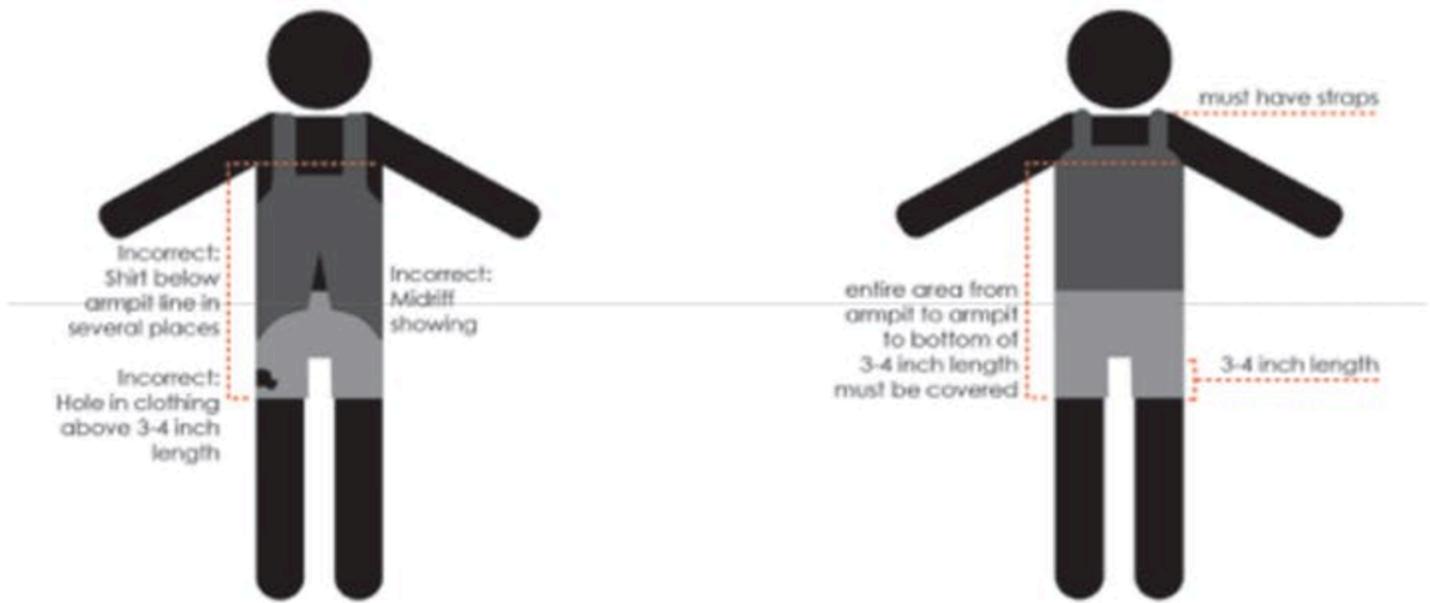
Redwood Preparatory Student Dress Code

Redwood Preparatory Charter School ("RPC" or the "School") students and staff should wear clothing which is not disruptive to the educational process. This dress code shall be in effect on campus during school hours and at School sponsored activities except where modified by the Director for specific extracurricular activities or in special cases. The RPC staff and administration reserve the right to determine clothing which detracts from the educational environment. If a staff member determines that a student's attire is inappropriate or disruptive to the school environment, the student will be asked to change clothing for more appropriate apparel before returning to class or campus.

Prohibited Attire:

1. Clothing and accessories that advocate, advertise or symbolize any type of alcohol, drugs, tobacco, gambling, weapons, or acts which are illegal, violent, obscene, or hazardous to one's health.
2. Clothing or accessories that are gang related
3. Clothing, accessories, or hairstyles that are offensive or are degrading on the basis of gender identity, sexual orientation, cultural, religious or ethnic values to the rights of any person as determined by school staff
4. Students must wear or bring shoes that allow them to fully participate in all school activities.





(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The RPC Director and office manager 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:

- Clearly posting an office sign to direct visitors to the office area upon arrival at school.
- 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.
- Requiring school visitors to wear a visitor’s badge.
- 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.

TRAFFIC PATTERNS AND DROP-OFF/PICK-UP POINTS

Redwood Preparatory Charter School shall develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Administrator

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

(H) A Safe and Orderly School Environment Conducive to Learning

Component:

Health and Safety

Element:

First Aide and CPR

Opportunity for Improvement:

All staff members will be trained in first/cpr at the start of each school year or upon employment.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--------------|-------------------------------|--|
| 100% Staff will be trained and certified in First Aid and CPR | Contact local or online first aid and CPR training organization to schedule training. | General Fund | Director & Safety Coordinator | Training Completion and 100% staff training record |

Component:

Health & Safety

Element:

Diabetes Training

Opportunity for Improvement:

Provide staff training in assistance for diabetic student(s)

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|---|---|------------------------|--|
| Train staff working with diabetic students in appropriate practices and procedures to support student needs. | Access student medical records related to current medical needs. Meet with parent(s) of diabetic student and school nurse to develop support plan for the student. Provide training for all relevant staff members. Keep record of medical release forms, daily medical activity, and doctor, parent, or nurse communications. | Administration of Nurses Services from General Fund | Director, School Nurse | 504 Plan Approval Medical Plan Approval |

Component:

Health and Safety

Element:

Health and Safety Announcement Service

Opportunity for Improvement:

Provide a comprehensive parent announcement system to inform families of school safety issues such as communicable disease outbreaks or school safety concerns.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|------------------------------------|-------------------------------|---|
| Provide RPrep comprehensive family contact system | Email and text system to contact 100% of RPrep families in case of school safety announcements | General Fund - Administrative Cost | Director | 100% Rprep families will be included in the system |
| Provide detailed information regarding school safety issues through school email system | Update and verify family email addresses through student information system and school email system | Time needed to complete task | Director and School Secretary | 100% RPrep families with access to email will be appropriately listed in SIS and school email system |
| Create list of contacts that do not utilize digital communication for personal contact for safety announcement communications | Identify and create list of relevant families | Time needed to complete task | School Secretary | 100% families not utilizing digital communication tools will have alternative communication system set up with the school office and staff. |

(I) School Discipline Rules and Consequences

Redwood Preparatory Charter School Student Conduct Code Conduct Code Procedures

Redwood Prep's discipline philosophy is based on building intrinsic motivation to make positive choices; educationally, socially and emotionally. Redwood Prep utilizes the philosophies of Restorative Practices, the Responsive Classroom founded by the North East Foundation for Children, Inc.; Habits of Mind by Arthur L. Costa, Ed.D. and Bena Kallick, Ph. D.; Love and Logic, by Jim Fay; and Discipline without Stress, Rewards or Punishment by Dr. Marvin Marshall. Students are encouraged to develop intrinsic motivation through the use of goal setting, conferencing, and self-reflection based on the behaviors outlined in the Personal and Social Responsibility Matrix.

Redwood Prep enforces disciplinary rules and procedures fairly and consistently among students according to our suspension and expulsion policy and discipline matrix. The suspension and expulsion policy is found within Element 10 of the Redwood Prep Charter, and is reprinted in this School Safety Plan under the heading Part C: Suspension, Expulsion and Mandatory Expulsion Guidelines. The discipline matrix is printed and distributed as part of the Redwood Prep Student Handbook and is included at the end of the SSP.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, restorative action on or off campus, and the use of alternative educational environments, suspension and dismissal. 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 reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Safety Plan Review, Evaluation and Amendment Procedures

The Redwood Preparatory Charter School SSP will be reviewed, evaluated and updated annually. The RPC Board of Directors will adopt the revised plan on an annual basis during a regular board meeting. The plan will then be submitted to the Fortuna Elementary School District (FESD), as required by the FESD and RPC memorandum of understanding.

(J) Hate Crime Reporting Procedures and Policies

Redwood Preparatory Charter School believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

Redwood Preparatory Charter School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words, actions, or electronic media. This includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. "Bullying" refers to any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable pupil to experience substantial interference with their academic performance.
- Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Examples of cyber bullying include:

- Sending cruel, vicious and sometimes threatening messages, via cell phone text messages, Instagram, Snapchat, or other social media
- Creating web sites that contain stories, cartoons, pictures and jokes ridiculing others,
- Posting pictures of classmates online with intent to embarrass them,
- Breaking into an e-mail account and sending vicious or embarrassing material to others,
- Engaging in IM (instant messaging) to trick another person into revealing sensitive or personal information and forwarding that information to others, and
- Taking a picture of a person using a digital phone camera and sending that picture electronically to others without consent.

Redwood Preparatory Charter School expects students and/or staff to immediately report incidents of bullying or harassment to the Director or designee. Staff who witness such acts will take immediate steps to intervene when safe to do so. People witnessing or experiencing such actions are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. Each complaint of bullying will be promptly investigated.

To ensure bullying or harassment does not occur on school campuses, the Redwood Preparatory Charter School will provide staff development training in bullying and harassment prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

When a student is reported to be engaging in bullying or harassment off campus, the Director or designee will investigate and document the activity and will identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Any student who engages in bullying or harassment on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulations.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of harassment. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

To the extent possible, school strategies will focus on prevention of bullying and harassment by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students will be informed, through student handbooks and other appropriate means, school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of harassment.

School staff will receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Restriction on High-Intensity Active Shooter Drills

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

- (1) Code-Red/Lockdown drills shall not be “high-intensity” drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
- (2) The drill shall not use real weapons, gunfire blanks, or explosions.
- (3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
 - a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
 - b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
 - c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
 - d. An announcement of the drill shall be given before and after the drill;
 - e. A notice shall be given to parents/guardians after the drill has concluded; and
 - f. The school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

Reporting of Dangerous, Violent, or Unlawful Activities

Redwood Preparatory Charter School takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of its extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Redwood Preparatory Charter School shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or

on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Cardiac Arrest and Life Threatening Medical Emergency Response Procedures

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

1. Medical emergencies involving students or employees must be reported to the school administrator or designee.
2. Dial 911 or direct someone to do so, provide the following information:
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. If the victim is showing signs of cardiac arrest and is on a school site with an automatic external defibrillator (AED), procedures for retrieval and operation of the AED shall be followed and volunteers trained in the use of an AED shall be brought to the victim as soon as possible.
7. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
8. Do not move the victim unless there is danger of further injury.
9. Do not give the victim anything to eat or drink.
10. Draft a written incident report and submit it to the School Principal, or his/her designee, before the end of the next workday. Whenever 911 is called, an incident report must be created within 24 hrs.

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), Redwood Preparatory Charter School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present on school grounds.

Definitions

- **Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence:** Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on the school site, the site administrator or designee shall consider the safety and well-being of the pupils, employees, and community members associated with the school site when determining when and how to issue the notification, and issue such notification to:

- All parents/guardians
- All teachers, administrators, and school personnel

Notifications shall be sent using one or more of the following methods: automated phone call, email communication, text message, app push notification, or posting on the school website. Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include:

- Confirmation that immigration enforcement activity occurred on campus, and provide the date and other information considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated and revised to suit the particular situation):

URGENT: Immigration Enforcement Activity on Campus

Dear Parents/Guardians and Staff:

This is an important update from Redwood Preparatory Charter School. Federal immigration enforcement activity occurred on campus on [DATE].

Our school remains open and focused on student safety and learning. No immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant. We are monitoring the situation closely.

If you have questions or concerns, please contact the front office or our family resource center.

Every child has the right to a free public education regardless of immigration status.

Thank you,

[School Administrator Name]

Response to Apparent Opioid Overdose

Redwood Preparatory Charter School's Opioid overdose response protocols are included in the appendix to this safety plan.

Safety Plan Review, Evaluation and Amendment Procedures

The Redwood Preparatory Charter School Comprehensive School Safety Plan will be reviewed, evaluated and updated annually. The Dream It Be It Incorporated Board of Directors will adopt the revised plan on an annual basis during a regular board meeting. The plan will then be submitted to the Fortuna Elementary School District, as required by the FESD and RPCS memorandum of understanding.

Safety Plan Appendices

Emergency Contact Numbers: IN THE EVENT OF AN EMERGENCY CALL: 911

Utilities, Responders and Communication Resources

| Type | Vendor | Number |
|--------------------------------|------------------------------|----------------|
| Law Enforcement/Fire/Paramedic | Fortuna Police Dept | (707)725-7550 |
| Law Enforcement/Fire/Paramedic | Humboldt County Sheriff | (707)445-7251 |
| Law Enforcement/Fire/Paramedic | CHP | (707)822-5981 |
| Law Enforcement/Fire/Paramedic | Fortuna Fire Dept | (707)725-5021 |
| Public Utilities | PG & E | (707)743-5002 |
| City Services | Fortuna Utilities | (707)725-7600 |
| Local Hospitals | Redwood Memorial Hospital | (707)725-3361 |
| Emergency Services | Office of Emergency Services | (707)268-2500 |
| Emergency Services | Poison Control Center | 1-800-222-1222 |
| Emergency Services | Suicide Prevention Hotline | 988 |

Safety Plan Review, Evaluation and Amendment Procedures

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|--|----------------------|--|
| Reviewed and updated | 8/10/2016 | |
| Approved and Adopted | 9/08/2016 | |
| Reviewed and updated | 9/06/2017 | |
| Approved and Adopted | 9/13/2017 | |
| Reviewed and updated | 10/16/2018 | |
| Approved and updated | 9/09/2019 | |
| Reviewed and updated | 10/08/2020 | |
| Reviewed and updated | 08/10/2021 | |
| Reviewed and updated | 10/11/2022 | |
| Reviewed and updated | 10/22/2023 | |
| Reviewed and updated | 09/09/2024 | |
| Reviewed and updated | 09/30/2025 | |
| Reviewed and updated | 02/10/2026 | |

Redwood Preparatory Charter School Incident Command System

Management – In the event of a high level emergency, the Director and staff will support and take direction from Law Enforcement, Fire Fighters, or other local, state or federal emergency personnel.

Incident Commander- (Director and Designated Site Lead/Designee) In charge of overall management of an emergency situation.

Planning & Intelligence - (Administration and Teaching Staff) Collects and evaluates information as related to the development of an incident, and status of resources

Operations- (Director, Designated Site Leaders and Staff) Responsible for care of students and carrying out standard and specific procedures and protocols

Logistics-(Director and Designated Site Leaders) Responsible for securing and providing needed materials, resources, services and personnel

Finance & Administration - (Director and Business Manager) Tracks incident costs for reimbursement accounting. Tracks expenditures and participates in emergency materials budget process

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Identify threat

Determine appropriate response strategy

Step Two: Identify the Level of Emergency

Evacuation: requires all students and staff to leave the building. (ALICE)

Reverse Evacuation: If an incident occurs while students are outside, you will need to return them to enter the building quickly.

Lockdowns: When a crisis occurs outside of the school and an evacuation would be dangerous.

Shelter-in-Place: When there is not time to evacuate or when it may be harmful to leave the building.

Step Three: Determine the Immediate Response Action

Activate Emergency Management Plan

Clearly and calmly communicate strategy to students and staff

Immediately activate Incident Command System

Deploy Resources: Establish a safe zone to organize the deployment of resources, such as:

1. Medical Services
2. Search and Rescue Teams
3. Transportable Shelters
4. Decontamination Equipment

Account for Students, Faculty and Staff

Each instructor accounts for their designated group of students Designated member of emergency management team: Accounts for all faculty and staff members

Confirms instructors have accounted for all students

Relay information regarding missing persons to search and rescue team

Provide services, as needed

Step Four: Communicate the Appropriate Response Action

Activate Communication Plans With Families and Media

Provide clear and consistent information to students, staff, parents and the public via multiple communication mediums

Media/Public Relations Announcements

Text Message Email Voice- Recordings

Website Announcement

Reunify Students with Parent/Guardian

Establish a specific location for reunification

Release students to authorized individuals listed on their emergency card

Types of Emergencies & Specific Procedures

Aircraft Crash

1. Contact director, lead teacher, or designee
2. Decide whether to evacuate building
3. Move to an area of safety and maintain control of students; caution students to stay clear of debris or other hazards Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with police/fire

Provide the following information to the safety officials

- Fire Safety Plan
- Floor plans, location of utility controls
- Current information on staff in the area
- Current information on students in the area
- Resume school activities only after buildings have been inspected and determined safe by proper authorities

Animal Disturbance

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. Director, or designee, should initiate a code to alert staff of a potentially dangerous animal on campus
3. Keep the students in the classroom until the threat is cleared.
4. All students outside of the building are to be quietly and cautiously led into the building.
5. Wait for further instructions from Director and/or police/animal agency.

Armed Assault on Campus

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

1. Director, or designee, calls 911.
2. Teachers close and lock all classroom doors and windows immediately.
3. Teachers take roll.
4. Teachers calmly follow ALICE procedures.
5. Director and/or assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Director or office personnel close and lock all office doors and windows immediately.
8. Director or designee will control and organize media.
9. Director or designee will ensure that counseling services are available as soon as possible.

Biological or Chemical Release

If Indoors:

1. Contact 911 if dealing with an unknown chemical.
2. Block or rope off area – DO NOT TOUCH ANYTHING.
3. Evacuate room and turn off air conditioning system.
4. Director, or designee, will check for chemical safety data in the MSDS binder to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the director 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.

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 Director, or designee, immediately.
2. Director, or designee, will call 911.
3. Staff will evacuate students.
4. 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 Director, or designee, immediately.
2. Do not touch the object but note any identifying features to describe it to the Director and emergency crews.

In all cases:

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

Threat of Violence

If there is a phone call or written report of a potential threat of violence on campus, the person who took the call will notify the Director or designee immediately. The Director or designee will:

1. Call 911
2. Initiate lockdown/ALICE procedure if necessary
3. Work with law enforcement to investigate seriousness of threat

Bus Disaster

N/A Redwood Prep does not run buses. In case of transportation emergencies staff or volunteer drivers will follow the procedure listed below:

- Park the vehicle in a safe location.
- Set the emergency brake and turn off the ignition.
- Evacuate the vehicle in the event of a fire.
- Check for injuries and provide appropriate first aid.
- Call "911", provide exact location of the vehicle and wait for arrival of emergency responders.
- Contact the Director or designee to report the exact location and condition of students.
- The Director or designee will determine what additional appropriate notification(s) should be made and will brief the FESD superintendent.
- Stay with the disabled vehicle until help arrives.
- The driver will account for all students and staff or volunteers throughout the emergency.

Disorderly Conduct

Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

- Staff will immediately notify the Director, lead teacher, or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- The Director, lead teacher, or designee will call Police 911, and provide the exact location and nature of the incident.
- If an immediate threat is not clearly evident, the Director, lead teacher, or designee may attempt to diffuse the situation.
- Approach the perpetrator in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
- If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

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, director or office manager 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.

Explosion or Risk of 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.

Fire in Surrounding Area

1. Director and/or designee will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
2. Director and/or designee will sound the fire alarms.
3. Staff will follow emergency procedures previously described.
4. 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.

Fire on School Grounds

1. Director and/or designee will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
2. Director and/or designee will sound the fire alarms.
3. Staff will follow emergency procedures previously described.
4. 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.

Flooding

- 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 director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
- See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities

1. Director, or designee, will notify the electrical company (PG&E) at 800-743-5000.

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.
3. Director, or designee, will determine whether or not to open or close school and communicate with families and staff.

Motor Vehicle Crash

SERIOUS ACCIDENT

- Park the vehicle in a safe location.
- Set the emergency brake and turn off the ignition.
- Evacuate the vehicle in the event of a fire.
- Check for injuries and provide appropriate first aid.
- Call "911", provide exact location of the vehicle and wait for arrival of emergency responders.
- Contact the Director or designee to report the exact location and condition of students.
- The Director or designee will determine what additional appropriate notification(s) should be made and will brief the FESD superintendent.
- Stay with the disabled vehicle until help arrives.
- The driver will account for all students and staff or volunteers throughout the emergency

Psychological Trauma

1. Conduct psychological triage to identify high-risk students/staff.
2. Initiate appropriate interventions:

Individual Interviews (highest risk)

Psychological First Aid - Small Group Counseling (medium risk)

Psychological Education Groups - Classroom Discussions (all, as willing) Classroom activities, presentations

Support groups (as needed)

Parent meetings (as needed)

Staff meetings (encourage participation by all)

Support to staff (as needed)

Referrals to community agencies (as needed)

3. Maintain a log of:

All students receiving support services

All students needing additional services Crisis responders

4. Maintain appropriate policies and trainings for staff and students.

Suspected Contamination of Food or Water

1. Director, or designee, turns off water to the drinking fountains and sinks.
2. Instruct teachers to move students away from drinking fountains and sinks.
3. Director, or designee, notifies the water department.

Unlawful Demonstration or Walkout

1. Call 911
2. Contact parents through email and/or text

EPIPEN ADMINISTRATION

Purpose: To ensure prompt and appropriate response to anaphylactic emergencies by providing clear guidelines for the identification, administration, and follow-up procedures involving EpiPens.

Scope: This section applies to all school personnel designated as EpiPen administrators.

Procedures:

1. **Identification of Students at Risk:**
 - o Maintain a current list of students with known allergies that may require an EpiPen.
 - o Obtain written parental consent and medical documentation for each student with an EpiPen.
 - o Ensure EpiPens are stored in a secure, easily accessible location.
2. **EpiPen Administration:**
 - o In the event of an anaphylactic reaction, follow the steps outlined on the EpiPen package and in the provided training materials.
 - o Administer the EpiPen immediately to the affected student, regardless of whether emergency medical services (EMS) have been called.
 - o Monitor the student closely for any additional symptoms and be prepared to administer a second dose if necessary.
3. **Emergency Response:**
 - o Simultaneously with EpiPen administration, call 911 and notify the school nurse or designated administrator.
 - o Provide the EMS dispatcher with the student's name, age, location, and any relevant medical information.
 - o Follow the school's established emergency procedures for managing a medical crisis.
4. **Post-Incident Procedures:**
 - o Document the incident in the student's medical records and provide a copy to the parents.
 - o Review the EpiPen administration process to identify any areas for improvement and make necessary adjustments to the plan.

Training Requirements:

- All designated EpiPen administrators must complete a comprehensive training program that includes:
 - o Recognition of anaphylaxis symptoms
 - o Proper storage and handling of EpiPens
 - o Step-by-step administration of EpiPens
 - o Emergency response procedures
 - o Post-incident documentation and follow-up
- Training should be conducted annually or as needed to ensure ongoing proficiency.

Key Considerations:

- Ensure EpiPens are kept up-to-date and replaced before the expiration date.
- Designate a reliable backup EpiPen administrator in case the primary administrator is unavailable.
- Educate all school staff on the signs and symptoms of anaphylaxis and the importance of prompt EpiPen administration.

Opioid Overdose Prevention Plan

Melanie's Law

The California Education Code (EC) Section 494.3 authorizes school districts, county offices of education, and charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or other trained personnel to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more staff to receive initial and annual refresher training based on standards regarding the storage and emergency use of Naloxone (Narcan) or another opioid antagonist. Redwood Prep staff have been trained, and Narcan has been distributed at the school site. Narcan packets are stored in a highly visible location in each school's main office, along with the Epi Pen, and First Aid Supplies.

What is Naloxone?

Naloxone is a life-saving medication that reverses opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites (opioid antagonist), thereby quickly reversing the toxic effects of the overdose. Naloxone is not a controlled substance and is not habit-forming. It has few known adverse effects and no potential for abuse. It has not been shown to encourage drug use. It has no weight or age-based limits and is latex-free. Naloxone is administered when a person is showing signs of opioid overdose. Redwood Preparatory Charter School has Naloxone in the form of an intranasal spray located in the main office with the first aid supplies. (NARCAN Nasal Spray is a brand name for Naloxone.)

What are Opioids?

Opioids are natural, synthetic, or semi-synthetic chemicals that interact with opioid receptors on nerve cells in the body and brain and reduce the intensity of pain signals and feelings of pain. This class of drugs includes the illegal drug heroin, synthetic opioids such as fentanyl, and pain medications available legally by prescription, such as oxycodone, hydrocodone, codeine, morphine, and many others. Opioids can induce euphoria, and users generally reported feeling warm, drowsy, and content. Opioids relieve stress and discomfort by creating a relaxed detachment from pain, desires, and activity. They can also slow heart rate, constipation, a widening of blood vessels, and a decrease in the body's natural response to breathe. Opioids are highly addictive. Anyone can be at risk of developing an addiction, especially if the substance is used for a long period of time or in a manner different from prescription instructions.

Opioids differ in both strength and how long they remain active in the body. At least three factors are important to consider when judging the strength of an opioid and, therefore, its risk of causing an overdose:

- Prescription opioids come in short-acting and long-acting formulations. Short-acting and long-acting opioids contribute to overdoses in different ways. For example, oral methadone usually stays in the body for more than 24 hours and, therefore, can contribute to overdose risk over a long period of time. In contrast, intravenous fentanyl only lasts for a few minutes.
- Tampering with how an opioid medication is manufactured can turn a long-acting, less potent medication into a more potent, rapid-acting one. The medication becomes short-acting and more potent if an extended-release tablet is crushed.
- Rapid delivery of opioids via injection and smoking increases the overdose risk. The faster the opioid is delivered, the more intense the high, but also the greater risk of overdose. Injecting heroin delivers more opioids to the brain faster than sniffing. However, no delivery method protects an opioid user from overdose.

What is Fentanyl?

Pharmaceutical fentanyl is a synthetic opioid approved for treating severe pain, typically advanced cancer pain. It is 50 to 100 times more potent than morphine. However, illegally produced fentanyl is sold through illicit drug markets for its heroin-like effect, and it is often mixed with heroin or other drugs, such as cocaine, or pressed into counterfeit prescription pills. Since fentanyl is synthetic (made in a laboratory), it can be produced quickly and easily and is much less expensive on the illegal market.

Fentanyl is involved in more deaths of Americans under the age of 50 than any other cause, including heart disease, cancer, and all other accidents. Fentanyl is also involved in more American youth drug deaths than heroin, methamphetamine, cocaine, benzodiazepine, and other drugs combined. Illegally made fentanyl is the primary driver of the recent increase in U.S. overdose deaths, and fentanyl-involved deaths are the fastest growing among those 14 to 23 years old.

A large majority of street pills seized by law enforcement are counterfeit. Counterfeit pills are fake medications that have different ingredients than the actual medication. They may contain no active ingredient, the wrong active ingredient, or have the right ingredient but in an incorrect quantity. Counterfeit pills may contain lethal amounts of fentanyl or methamphetamine and are extremely dangerous because they often appear identical to legitimate prescription pills. The user is likely unaware of how lethal

they can be. Fake pills have been found in 50 states. Fentanyl is cheap, potent, and profitable, so drug dealers use it to make fake pills. It can also be found in party drugs like cocaine and MDMA. New forms of this counterfeit drug are constantly emerging, the most recent of which is “rainbow” fentanyl. According to the DEA, rainbow fentanyl is prepared to look like brightly colored candy and is intended to appeal to children and young adults.

What is an Opioid Overdose?

According to the CDC, an overdose is an injury to the body (poisoning) that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose, there are so many opioids, or a combination of opioids and other drugs, in the body that the victim becomes unresponsive to stimulation, and/or breathing becomes suppressed and inadequate. Those experiencing an overdose become unresponsive or unconscious because opioids fit into specific brain receptors that are responsible for breathing. When the body lacks oxygen, lips and fingers turn blue. These are signs that an overdose is taking place. A lack of oxygen eventually affects vital organs, including the heart and brain, leading to unconsciousness, coma, and death. Not all overdoses are fatal. With opioid overdoses, the difference between life and death depends on breathing and oxygen.

SIGNS OF AN OVERDOSE – WHAT TO LOOK FOR:

- Pale, blue, or cold skin
- Small, constricted pinpoint pupils
- Limp body response
- Slow, erratic, or undetectable pulse (heartbeat)
- Drowsiness or loss of consciousness
- Choking sounds or gurgling/snoring noise
- Slow, irregular, or ceased breathing
- Nonresponsive

To determine if the individual is experiencing an overdose, the most important things to consider are the presence of breathing and responsiveness to stimulation. There are some relatively harmless ways to stimulate a person. These strategies are yelling their name, shaking their shoulders, and rubbing closed fist knuckles up and down the front of the rib cage (called sternal rub) if they do not respond. If the individual responds to these stimuli, they may not be experiencing an overdose at that time. It is best to stay with the person and ensure that person wakes up. The person could later become unresponsive and would need help.

Naloxone Administration Protocol

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harm associated with overdosing. Trained staff needs to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose of benzodiazepines, meth, cocaine, or alcohol.

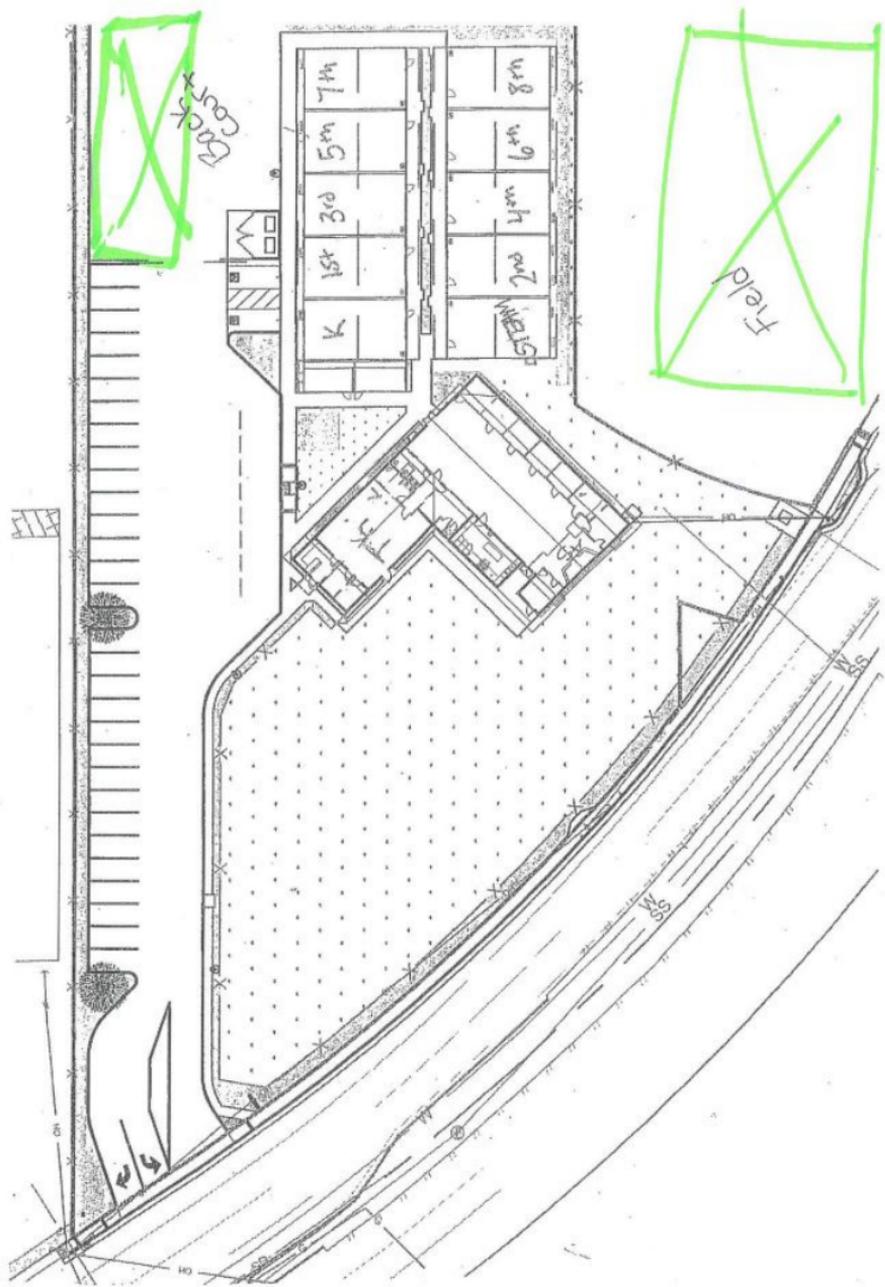
Step (2) Administer Naloxone (Narcan)

1. Open the Naloxone blister pack; do not push the plunger.
2. With the victim’s head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.
3. Insert the atomizer fully and gently into their nostril
4. Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).
5. Place the person to their side (recovery position).
6. If the individual still does not respond within two (2) minutes, give a second dose in the opposite nostril.

Follow Up:

- If the victim is a student, contact the parent/guardian per school policy.
- Complete an Accident/Injury Report
- Facilitate a debriefing with responding staff
- Consider a plan of care for the student’s safe return to school

Emergency Evacuation Map



Legend

Evacuation Routes

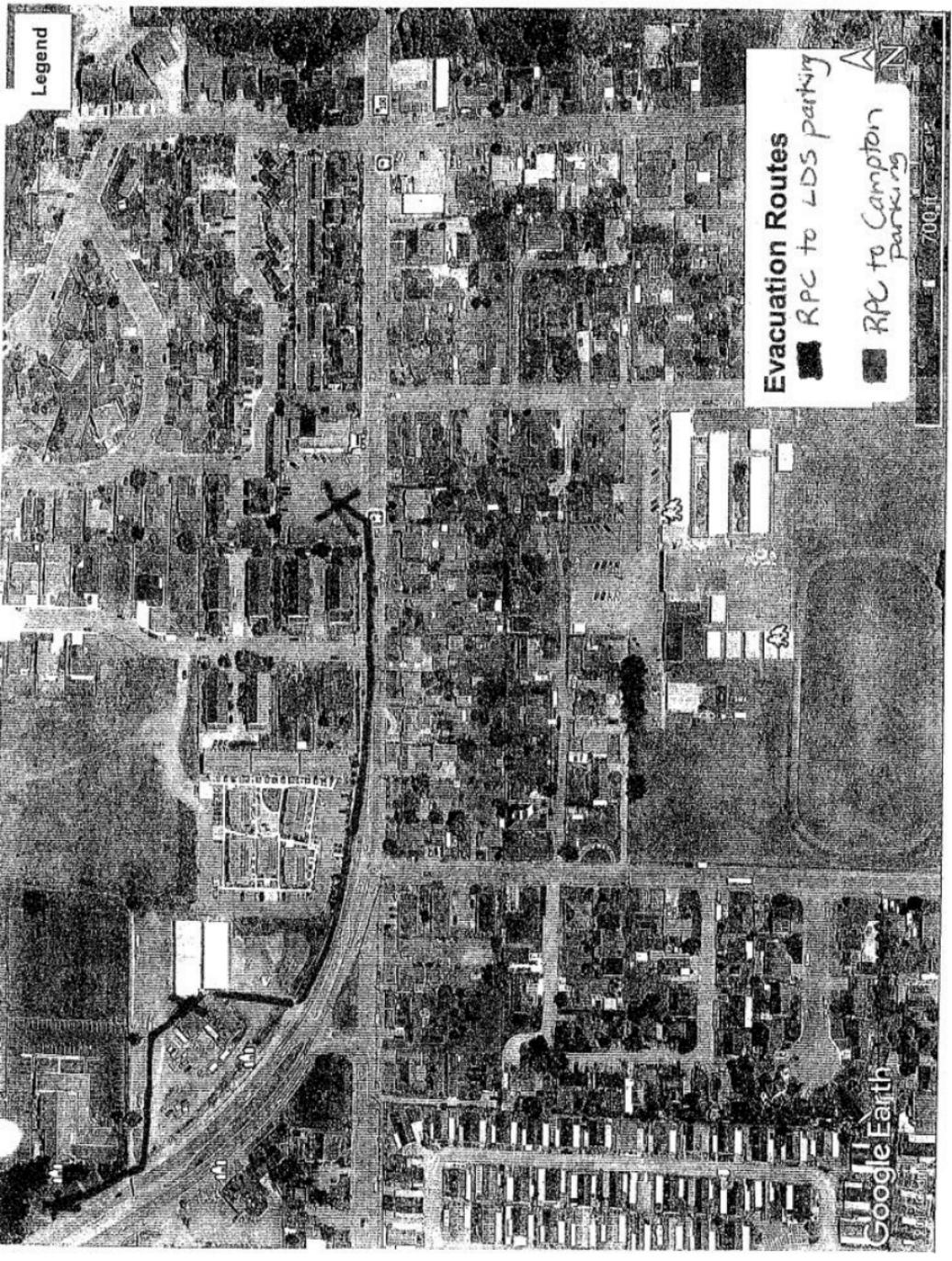
 RPC to LDS parking

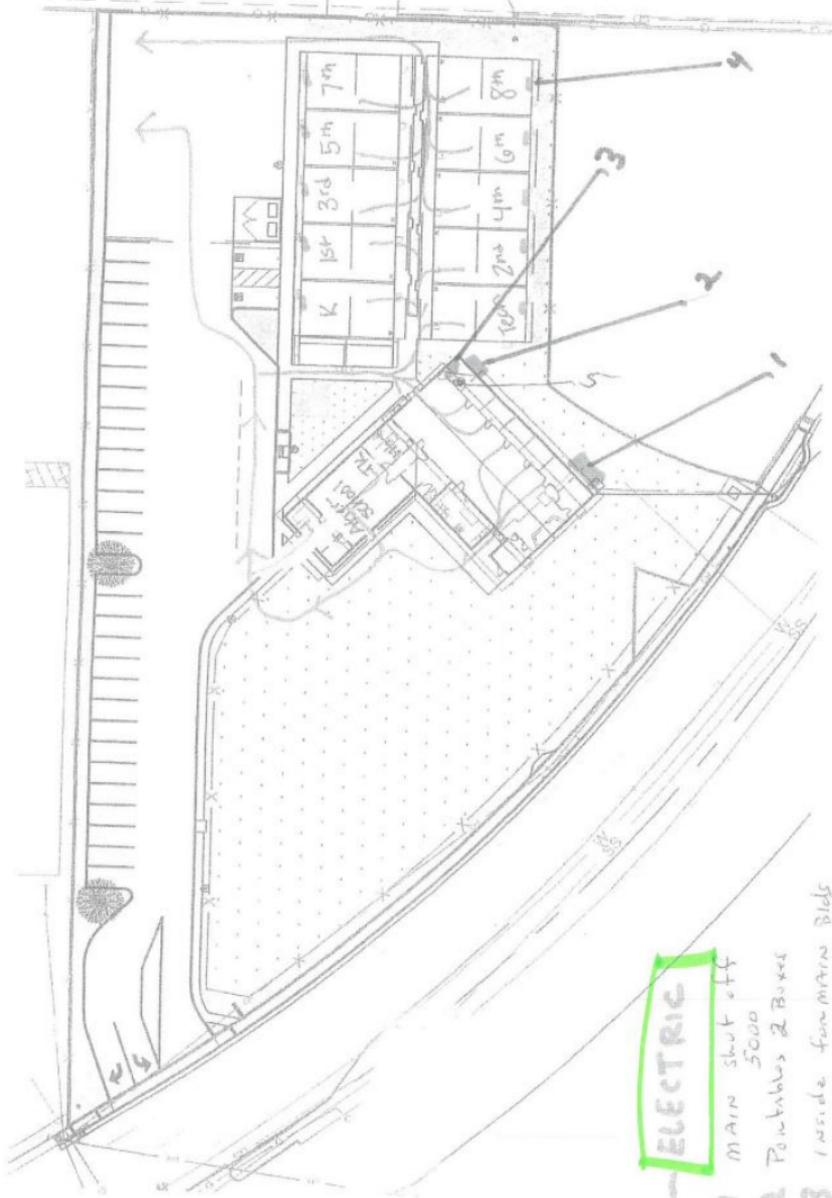
 RPC to Compton parking



700 ft

Google Earth

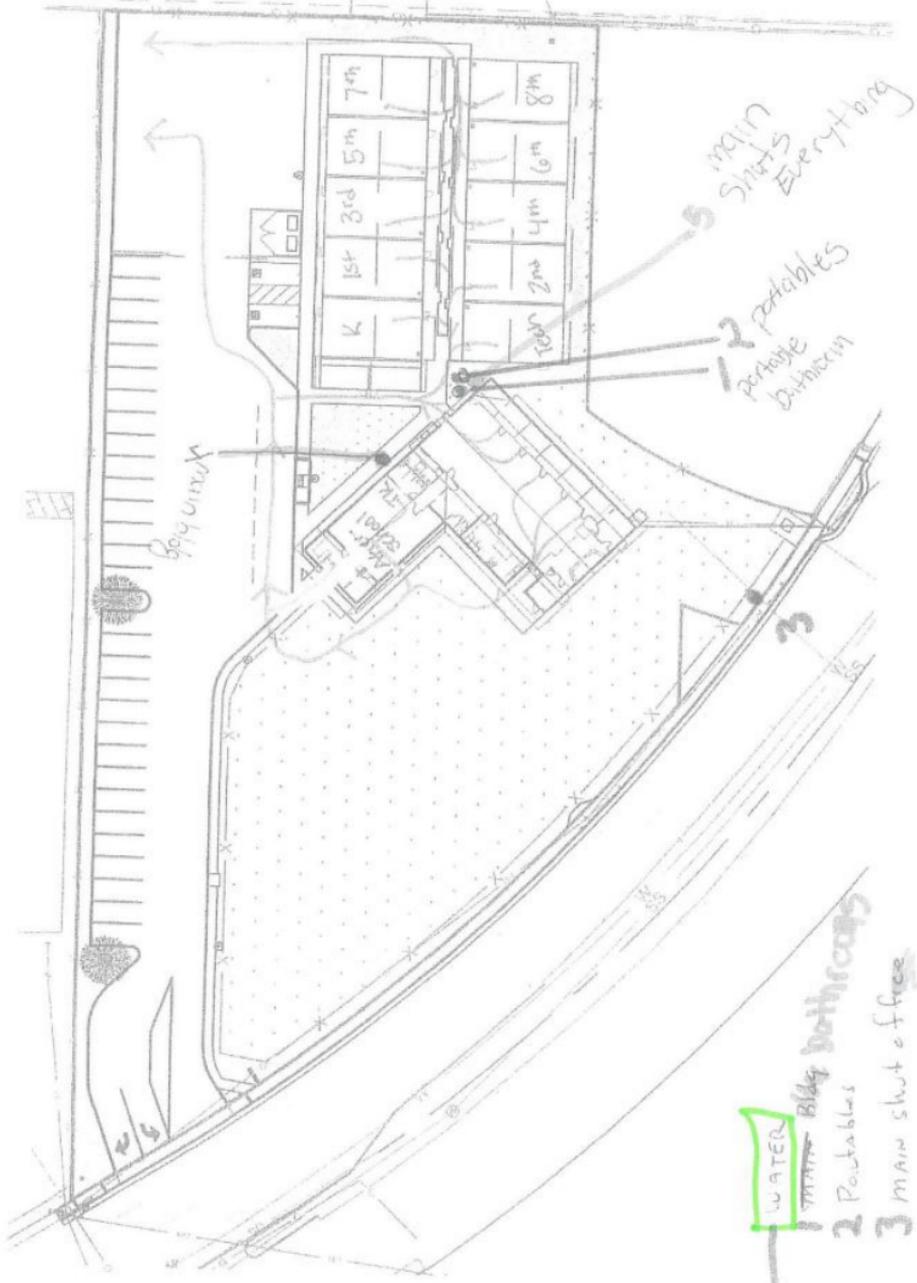




HJLOS

ELECTRIC

- 1 Main shut off
5000
- 2 Pendants & Boxes
inside from main Bldg
- 3 Each Room shut off
10 Rooms
- 4 A DIARM



5 main shut off Everything

1 2 portables

bothies

1 WATER

2 main Bldg

3 portables

4 main shut off

4 shut off main Bldg



2025-26 Instructional Continuity Plan (ICP)

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

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

| Local Educational Agency (LEA) Name | School Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------------|--------------------------------|--|
| Redwood Preparatory Charter School | Redwood Preparatory Charter School | Karissa Feierabend Director | director@redwoodprep.org 7076826149 |

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 17, 2025 and adopted by Redwood Preparatory Charter School on June 17, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Redwood Preparatory Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- Remind App

Plans for Unforeseen Events

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

Throughout the emergency period, we will maintain regular two-way communication with families through weekly check-ins, virtual office hours, and progress monitoring to ensure continuous engagement and prompt response to emerging student needs.

Support for Unique Needs

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

Our school counselor and teachers (general education and special education) will conduct initial assessments to identify students requiring additional social-emotional support, mental health services, or academic intervention.

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality

- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Redwood Preparatory Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Redwood Preparatory Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning.

Instructional Continuity

Communication Protocols

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

Email, Remind, Google Classroom. Zoom Meetings, and pick-up of materials scheduled by the classroom teacher.

Technological Readiness

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

Student technology pick-up, internet MiFi for families without internet access, staff computer available for classified staff (certificated already have a designated computer), Google Classroom, Zoom or other teleconference platform, and technology subscriptions (Moby Max, Reflex, Prodigy, etc.).

Instruction and Assessment

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

Specialized Academic Instruction will continue via teacher scheduled appointments (teleconferencing or in-person) along with office hours for extra support. Speech/Counseling/Intervention will be continued via Zoom or scheduled in-person appointments with in regular school hours. Teachers will continue to utilize assessments to monitor progress either via paper packets or online platforms. The classroom aide and teacher will be available for extra support through office hours (in-person or via teleconferencing).

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

School provided technology and internet as needed. All modifications and accommodations continued to meet students needs.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Teleconferencing or in-person scheduled appointments with the Education Specialist or Instructional Aide under the supervision of the education specialist. IEPs will be held in person or via teleconferencing with the required team members. Assessments will be given in person or via teleconferencing.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL supports will be met by the credentialed teacher via teleconferencing or in-person scheduled appointments.

Professional Learning

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

The school will consult with outside agencies in addition to providing in house professional learning opportunities via teleconferencing (Zoom).

Well-Being and Support Services

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

Our social emotional learning teacher and counselor will continue to provide services via teleconferencing or scheduled appointments. Classroom teachers will continue to have PE minutes included in their daily lessons.

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

Each classroom is supplied with water and each student has an emergency preparedness bag including snacks.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Meal pick-up for nutrition program or drop in hours and Google Classroom for After School Program.

Site-Based Collaboration

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

All stakeholders will be given a survey to complete and a town hall forum will be held in person or via teleconferencing to review all parts of the plan, provide feedback, and ask questions.

Return to Site-Based Learning

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

State and county approval, health and human services guidelines, power, healthy air, safe water, staffing, and building/facilities in good repair.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Redwood Preparatory Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Redwood Preparatory Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: