

Comprehensive School Safety Plan SB 187 Compliance Document

**2020-2021
School Year**

School: Redwood Preparatory Charter School
CDS Code: 12-76802-0124164
District: Redwood Preparatory Charter School
Address: 1480 Ross Hill Rd.
Fortuna, CA 95540-3463
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Approved by:


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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

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

<http://www.redwoodprep.org/>

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

Safety Plan Vision

Even though the requirement of a Comprehensive School Safety Plan is not applicable to a charter school, 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 Comprehensive School Safety Plan (EC 32281)

Redwood Preparatory Charter School Safety Committee

Assessment of School Safety

Since its founding in Fortuna in 2011], Redwood Prep has had the good fortune of very low levels of crime. We have experienced only minor issues that were quickly resolved.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, Items A-J)

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 bi-annual first aid and CPR training and certification. As well as additional training including but not limited to mandated reporting, blood-borne pathogens, sexual harassment, and active shooter.

Emergency drills are scheduled throughout the year including:

- 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 (EC 35294.2 [a] [2]; PC 11166)

PREVENTION OF CHILD ABUSE POLICY

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.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Redwood Prep's child care custodians (including teachers, administrative officers, certificated personnel, etc.) 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 must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

Reporting Problems/Sex Offenders at the School Site

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

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 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 this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All Redwood Preparatory Charter School employees 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 (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

3100) Disaster Plan (See Appendices C-F)

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 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 800-743-5000.
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.

Gas Line Break

1. Director, or designee, will call 911 in case of emergency break.
2. Staff to follow the emergency procedures previously described.

Water Main Break

1. Director, or designee, notifies the water department number (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 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 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

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

By law Redwood Prep must make its facility available to first responders, such as the local fire department and American Red Cross, in the event of a disaster. If a state of emergency is declared, Redwood Prep employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Staff are reminded of their legal obligations to serve as disaster service workers, which call for them to develop their person/family needs plan in the case they are called upon for after hour duty to respond to a disaster.

In order to make the Redwood Prep school site available to meet community needs in the event of a disaster, the Director will develop a response plan with the following features:

- Identify chain of command to respond if a local evacuation or state of emergency is declared, which designates a minimum of two back-up leaders.
- Review and implement best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
- Review procedures for sending ill or injured personnel home and make adjustments in plan implementation if necessary.
- Designate office staff to document actions taken.
- Develop a recovery plan that provides follow-up educational and emotional support for students and staff affected by the 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 him or her 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 disenrolled, 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 his or her own safety or for his or her 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 his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

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

ii. A post on a social network Internet 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 his or her 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 his or her own safety or for his or her 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 his or her 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

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

ii. A post on a social network Internet 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 his or her 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with 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 his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 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 him or her 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 his or her discretion to remove a person from the hearing whom he or she believes 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 his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 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 his or her testimony heard in a session closed to the public.

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

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

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 his or her 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 (EC 49079)

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) Sexual Harassment Policies (EC 212.6 [b])

Redwood Prep maintains a comprehensive Title IX, 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.

Employees – Sexual Harassment

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 his or her conduct, that it is unwelcome.

(b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

(c) 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 his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

(3) Specific Prohibitions--Non-managerial and Non-Supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

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 (EC 35183)

Redwood Preparatory students and staff should wear modest clothing which is not disruptive to the educational process. This dress code shall be in effect on campus during school and school sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The Redwood Prep staff and administration reserve the right to determine clothing which detracts from the educational environment. If a school 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.

Attire that may be addressed:

1. Clothing and accessories that advocate, advertises or symbolizes any type of alcohol, drugs, tobacco, gambling, weapons or acts which are illegal, violent, obscene, or hazardous to one's health
2. Attire which is sexually suggestive, sheer or extremely brief, or is worn in a way to expose undergarments, including but is not limited to:
 - a. low-cut garments, strapless or off the shoulder tops, bare midriffs, racer-back tops b. sheer/see-through clothing (blouses, skirts etc. that expose undergarments)
 - c. shorts or skirts which are shorter than mid-thigh or fingertip length
3. Pants that are more than one size too large or one size too small. If belts are worn, they must not be more than one size too large.
4. Clothing, jewelry, and other accessories which are extreme and present a safety hazard to the wearer or others
5. Gang related clothing, accessories, or hairstyles
6. Clothing or accessories which have writing that is offensive or degrading on the basis of gender, cultural, religious or ethnic values to the rights of any person, as determined by school staff.

(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 (EC 35294.2)

Component:

Health and Safety

Element:

First Aide and CPR

Opportunity for Improvement:

All Redwood Prep staff received first aid and CPR training and certification in August 2019. New staff members that join RPC after August 2019 will be provided first aid and CPR training.

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 comprehensive RPrep 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 (EC 35291 and EC 35291.5)

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 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 his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her 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, Snapshot, 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.

Legal References:

EDUCATION CODE: 32261, 48900(r) California Assembly Bill 256 (2013) CIVIL CODE 1708.7(3)(4)

PENAL CODE: 647, 647.7 653.2

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

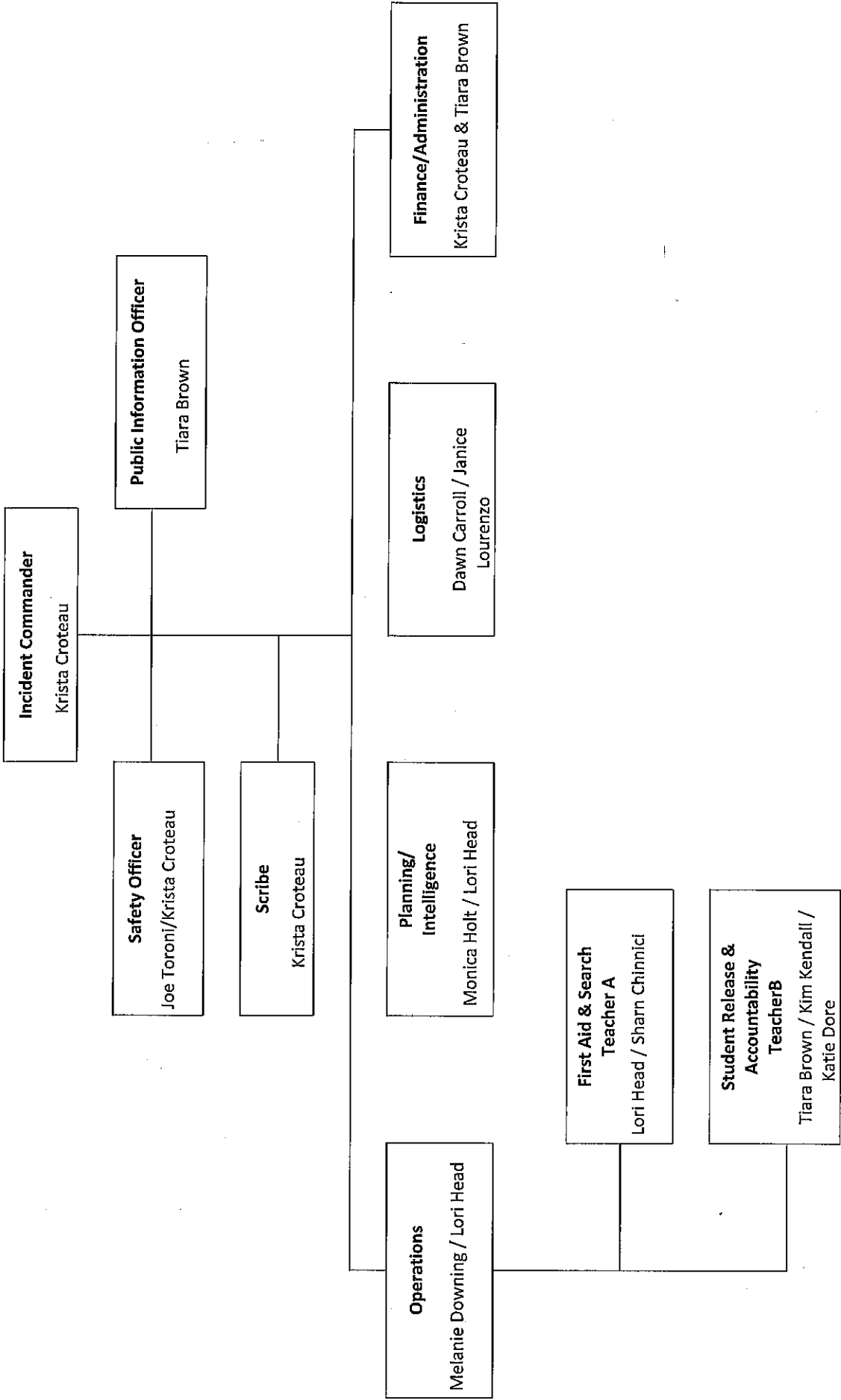
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fortuna Police Dept	725-7550	
Law Enforcement/Fire/Paramedic	Humboldt County Sheriff	445-7251	
Law Enforcement/Fire/Paramedic	CHP	822-5981	
Law Enforcement/Fire/Paramedic	Fortuna Fire Dept	725-5521	
Public Utilities	PG & E	743-5000	
City Services	Fortuna Utilities	725-7600.	
Local Hospitals	Redwood Memorial Hospital	725-3361	
Emergency Services	Office of Emergency Services	268-2500	
Emergency Services	Poison Control Center	1-800-222-1222	
Emergency Services	Suicide Prevention Hotline	1-800-273-8255	

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	9/10/2015	
Approved and Adopted	9/10/2015	
Reviewed and updated	8/10/2016	
Approved and Adopted	9/08/2016	
Reviewed and updated	9/06/2017	
Approved and updated	9/13/2017	

Redwood Preparatory Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management - 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- (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

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

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.

Reverse Evacuation: If an incident occurs while students are outside, you will need to return them to 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 direct students to duck under their desks.

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.

7. Nobody leaves their secure sites until emergency crew members escort them to safety.

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/ Threat Of violence

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).

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 he or she 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.

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

Legend

Evacuation Routes

 RPC to LDS parking

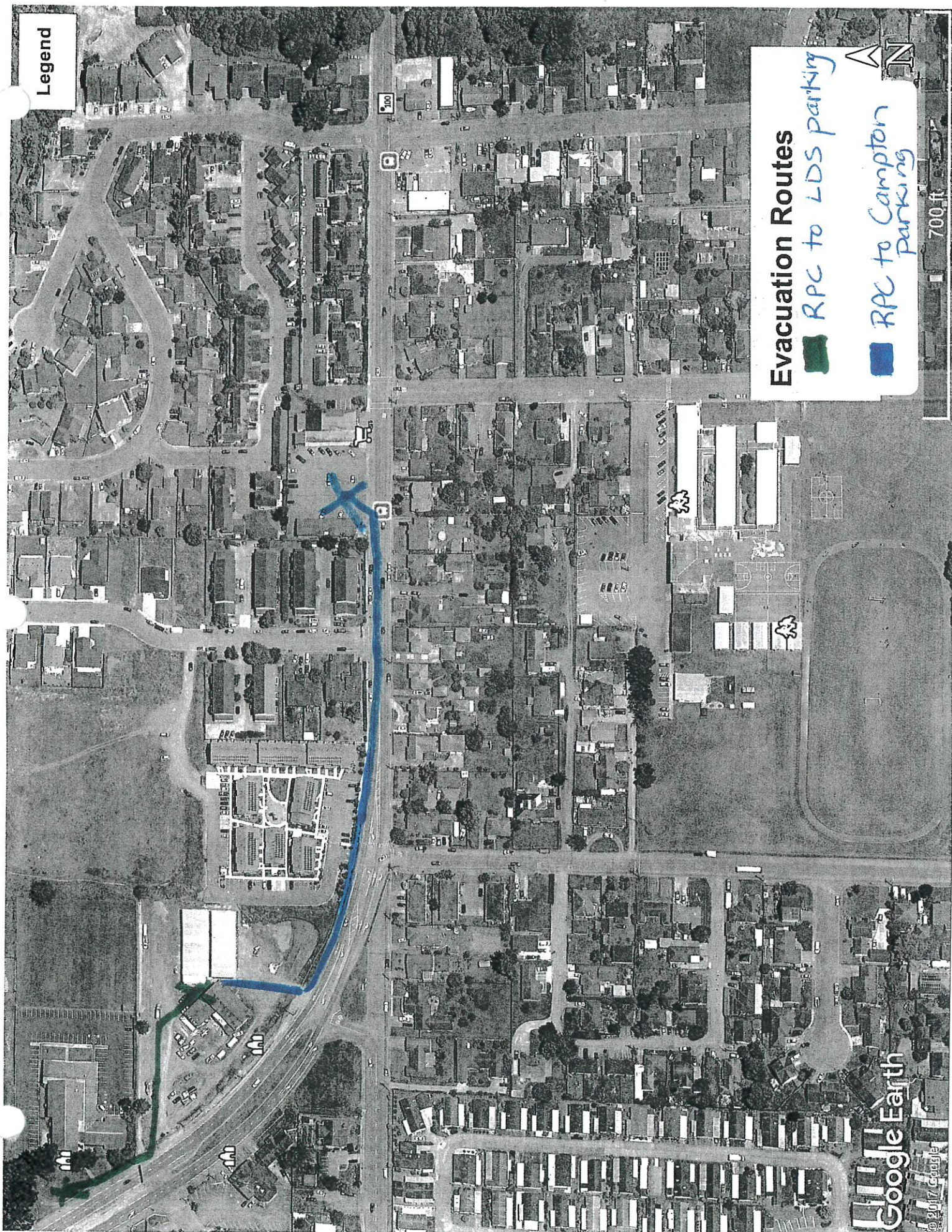
 RPC to Campton parking



700 ft

Google Earth

© 2017 Google



Emergency Evacuation Map

Redwood Preparatory Charter Site Protection Plan

Purpose of this Document

The purpose of this document is to provide each school site and/or district office with clear guidance for reopening in a manner that provides a safer and cleaner environment for students, school staff and any essential visitors. This COVID-19 School Site-Specific Protection Plan (SSPP) is based on the template Site-Specific Protection Plan provided by Humboldt County Office of Education and Humboldt County Public Health. They are also informed by the American Academy of Pediatrics "COVID-19 Planning Considerations: Guidance for School Re-entry." It incorporates past and current Humboldt County Public Health Orders and requirements, in addition to updated guidance from the Centers for Disease Control & Prevention, the California Department of Public Health and the California Department of Education. It has been modified to meet specific guidance and requirements for schools and school offices and is intended to ensure schools and school/district offices have well developed and thorough plans in place and remain in compliance.

Description of a COVID-19 School Site-Specific Protection Plan (SSPP)

The (SSPP) template below combines state-level guidance published in the California State Resilience Road map and local Humboldt County public health policies. The State of California requires all schools to:

1. Perform a detailed risk assessment (school site walkthrough) and implement a school site-specific protection plan (SSPP)
2. Train employees on how to limit the spread of COVID-19, including how to screen themselves for symptoms and stay home if they have them
3. Implement individual control measures and screenings
4. Implement disinfecting protocols
5. Implement physical distancing guidelines

Additionally, this SSPP should be incorporated into the Comprehensive School Safety Plan.

As the COVID-19 public health crisis continues to evolve and new Public Health Orders are issued both at the State and local levels, amendments to individual schools' SSPPs may be needed in order to incorporate new requirements. The HCOE website will post and disseminate updated information and tools for you to use in developing any needed amendments.

Guidance for Developing Your School's COVID-19 School Site-Specific Protection Plan (SSPP)

1. Perform a risk assessment and school site walkthrough of your campus and office spaces and use the protocols, guidance and best practices detailed in the Public Health Guided Return to Site-Based Classroom Instruction as a guide for conducting your assessment.
2. Use the template below to create your own SSPP by filling in the required details, based on your individual school site/school or district office, to mitigate the transmission of COVID-19, along with the accompanying guidance from Humboldt County Public Health.
3. To assist you in your process, Humboldt County Public Health will provide a nurse liaison to area schools for technical assistance should questions emerge as school plans are developed. You should post the plan on your web site and/or at your school or office at a visible location, near the entrance where students, staff and visitors can easily review it without touching the document.
4. Signage also needs to be posted at each public entrance of each site to inform all students, staff and visitors that they should:
 - Avoid entering or using the facility if you have COVID-19 symptoms;
 - Maintain a minimum six-foot distance from one another;
 - Sneeze and cough into a cloth or tissue or, if not available, into one's elbow;

- Wear face coverings, as appropriate; and
- Do not shake hands or engage in any unnecessary physical contact.

Templates for signs can be downloaded for use from the CDC at <https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc&Audience=Schools>

Tools for Developing Your School Site-Specific Protection Plan

1. COVID-19 School Site-Specific Protection Plan (SSPP) Template

The Humboldt County Office of Education is providing this template that can be used by any school or district in Humboldt to create their own School Site-Specific Protection Plan (SSPP). It contains all of the standard content already written for you to re-open your school or school office and prompts you to "fill in the blank" where unique information is required in order to complete your SSPP. The template has been reviewed and is supported by Humboldt County's Public Health Officer.

2. School Specific Best Practices

The HCOE is monitoring updated guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education, and Humboldt County Public Health to support and promote emerging best practices to share with the school community in Humboldt. These best practices are based on alignment with local, State and federal guidelines in coordination with the county's Public Health Officer. There is a section in the Template document that instructs you to cut/paste best practices right into your SSPP.

School or District Site Name:	
Redwood Preparatory Charter	
Facility Address	
1480 Ross Hill Road, Fortuna CA 95540	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
July 14, 2020	
The person(s) responsible for implementation of this Plan is:	
Name: Krista Croteau	Title: Director
I, certify that all staff and parents have been provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	
Signature:	Date: 07/14/2020

Specific Control Measures and Screenings

We plan to return to school with 24 students in each classroom cohort in grades K-8 and have 6 students in our TK class cohort. We have one class per grade level.

- ☒ 1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
- ☒ 2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. **Describe below:**
- **Students & Staff will be screened for temperatures before they are allowed to enter the hallways.**
 - **Students and staff will be required to wear face masks/shields while inside the classrooms.**
 - **Students and staff will be required to wash hands upon arrival to school, after sneezing or coughing, after using the restroom and before/after recess/lunch/PE.**
 - **Masks will be provided for students who come to school without them.**
 - **All classrooms have sinks, disposable towels, soap, open trash receptacle and hand-sanitizer.**
- ☒ 3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Describe below:**
- **Staff will complete two online trainings offered through our insurance, Charter Safe: Coronavirus Awareness and Coronavirus: Managing Stress and Anxiety.**
 - **Staff and students will be trained on handwashing, social-distancing, wearing masks/face-shields, coughing/ sneezing and staying home when ill.**
 - **Students and staff will be trained on use of school & classroom equipment and the required cleaning and disinfection of shared spaces.**
- ☒ 4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health and participate in the school's COVID-19 Task Force. **The name of this person is: Krista Croteau**
- ☒ 5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.
- ☒ 6. Health screening for each student is conducted daily prior to leaving home and includes symptoms and, history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow school protocols when a child becomes ill. **Describe process below:**
- **Temperatures will be checked by staff before entry to the classroom and before lunch.**
 - **If a child has a temperature of 100 degrees or higher, they will be sent home.**
 - **If a child reports a sore throat, cough, diarrhea, headache, loss of smell/taste or body aches, they will be sent home.**
 - **Students will be kept in an isolated location until parents can pick them up.**
 - **If a student has a fever throughout the day, their sibling/s will be screened as well.**
- ☒ 7. Staff and students who are sick are expected to stay home.
- ☒ 8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff at the beginning and on an agreed upon schedule throughout the school year. This may include testing of students with appropriate parental permissions obtained in advance.
- ☒ 9. **COVID-19 CASES INVOLVING SCHOOLS**

DEFINITIONS:

CASE MANAGER. Public Health Nurse assigned to manage complex cases and identify additional individuals at risk for contacting COVID-19 infection due to exposure to an active case. Contact tracers assist case managers.

CONTACT TRACER. Under the supervision of the Case Manager, contacts individuals suspected of being exposed to COVID-19 and provide information on appropriate action and resources available to minimize the spread of the infection.

SCHOOL POINT OF CONTACT. Designated individual at each school site who is authorized to receive and protect confidential health information on students or staff members isolated or quarantined with COVID-19 and to cooperate with the Public Health Department in identifying and sharing contact information for additional school individuals at risk of exposure.

CLOSE CONTACT. The baseline definition of a close contact is someone who has been within six feet of a confirmed case of COVID-19 within their infectious period for greater than 15 minutes, regardless of whether or not a face covering is worn. The following increase transmission risk and may warrant a more restrictive definition in some settings:

- Very close proximity to the confirmed case, even for less than 15 minutes.
- Absence of facial covering
- Situations where the confirmed case was shouting, singing, laughing, coughing, or doing anything else that would increase their respiratory output while in the presence of the contact.
- Contact with the confirmed case in a small enclosed space, or other situation with very limited airflow.
- Exposure for several consecutive hours, even if greater than 6 feet away
- A close contact may be defined differently in a medical setting, in any setting where medical-grade PPE is worn, and in any setting at risk of higher than average disease spread or disease severity if exposed to COVID-19.
- Determination of a close contact should follow these general guidelines but is ultimately made based on assessment of the likelihood of virus being able to get from the confirmed case into the eyes, nose, or mouth of the contact under the circumstances described to you.

ISOLATION = Protocol for those with evidence of infection with COVID-19

QUARANTINE = Protocol for those who have been in close contact with someone who has COVID-19

SCENARIOS:

Please Note: In each of the scenarios below, the Case Manager may request the school's assistance in rapidly notifying families.

Scenario 1: Positive Case in student/staff is identified by Public Health:

- I. Coordinating Public Health Nurse assigns a Case Manager to the case.
 - A. Case Manager reaches out to the Point of Contact for the school.
 - B. Case Manager sends an email to the Point of Contact containing the name and contact information of the Case Manager. Most communication regarding the case will be between the School Point of Contact and the Case Manager. Occasionally, in the absence of the Case Manager, the Contract Tracer will be involved.
 - C. The email will also include:
 1. The name(s) and date(s) of birth of the student or staff involved
 2. The status of the individual – Isolation v. Quarantine
 3. If on Isolation, the dates of potential infectiousness
 4. If on Quarantine, the dates that the Quarantine begins and expected duration
- II. All identifying information on isolated or quarantined individuals is confidential and may not be disclosed, except to specific school personnel, on a strict need to know basis, as required to protect health and safety in that setting.
- III. The School Point of Contact acknowledges receipt of information from the Case Manager

IV. For an individual who is on Isolation, the Point of Contact helps to determine who at school may have been a "Close Contact" (See above definition). It is not expected that the Point of Contact will determine the exact nature of the exposure, but only to identify and provide the Case Manager with contact information on individuals who may have had "close contact" with an infected individual.

- A. Contact the Case Manager with information relevant to the exposure.**
- B. Discuss plan of action with the Case Manager who will decide to what extent, if any, there is a need for action at the school level. This should be done before notifying anyone else.**
- C. If directed by the Case Manager, provide parents and staff with the appropriate form letter as specified in the School Site Specific Protection Plan.**
- D. Additional courses of action will be determined by the Case Manager in coordination with the school Point of Contact.**
- E. Contact Tracers will be responsible for providing individuals needing to Quarantine or Isolate with all information necessary to maintain a successful quarantine and return to school in the shortest possible timeframe.**
- F. Contact Tracers will maintain regular communication with individuals on Quarantine or Isolation to monitor for illness and prevent further spread of COVID-19.**

Scenario 2: Parent or Staff member informs School of Quarantine or Isolation status

- I. School Point of Contact calls the continuously monitored CD Hotline at 707-268-2182 with the name of the individual involved.**
- II. The CD Hotline Public Health Nurse will convey the information to the assigned Case Manager. The Case Manager will intervene as indicated above by contacting the school Point of Contact to determine the most appropriate course of action.**

Scenario 3: Individual is on isolation or quarantine due an exposure unrelated to school setting

- I. Public Health will notify the school Point of Contact for the individual**
- II. The Point of Contact will notify appropriate staff member to ensure that the individual does not return to the school campus until released from quarantine**
- III. No letters to parents or staff are needed in this scenario. Contact Tracer will maintain regular communications with the individual**
- IV. Case Manager will provide school Point of Contact with evidence of release to return to school as soon as appropriate**

☒ 10. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students within a classroom or instructional area (distance of 3-6 feet is acceptable if other safety precautions are in place as specified in this document). Maximize distancing between desks to the extent possible by redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.

☒ 11. For elementary students, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts. Prioritize stability of classroom cohorts over strict physical distancing. **We plan to return to school with up to 24 students in each classroom cohort. The students will stay within their class group for recess, lunch & PE in assigned areas that will switch each week. Each class will visit our STEAM Lab two days a week in groups of 12 or less. We've scheduled time for cleaning between classes.**

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☒12. For middle and high schools, single classroom cohorts are used as practicable but larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school-wide mixing of students and staff. Space students at least six feet apart, if possible, in existing facilities. Distancing of 3-6 feet is acceptable in classrooms if all other safety measures are in place as specified in this document. Strict social distancing is prioritized in older children and when cohorting cannot be implemented

Describe below:

7th & 8th grade students share two classrooms: Math/Science/7th grade homeroom and Language Arts/Social Studies/8th grade homeroom. The classes will switch once after morning break and the classroom will be cleaned during this time. At lunch, the classes will be cleaned again before the students return to their homerooms for the rest of the day. During the afternoon, they will take PE, Civics, Health & Electives within their classroom with the teachers switching as needed.

☒13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.

☒14. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort. **Describe below:**

Each classroom will have a log. When visiting staff enters the class, they will make an entry into the log.

☒15. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. **Describe below:**

Our site has one main open-air hallway that all classrooms in grades K-8 open onto. Students will wear masks while in the hallway. We've staggered recesses and lunches so there will be no more than 3 classes in the hallway at any given time. Our TK class is located just off the playground and they will be on their own recess schedule. We will assign routes by grade level to minimize class interaction.

☒16. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts.

Describe below:

Arrival – As students arrive staff will take temperatures and excuse students to class one at a time.

Recess/ Lunch – We have three different groups who will be out during their allotted time slot;

K-2 - 9:30/11:30

3-5 - 10:00/12:00

6-8 – 10:30/12:45

Each class within the same allotted time will have a designated area to eat and play. When the weather is poor, students will remain in their classroom. Groups will remain in one play area for a week and then rotate to the next. We have staff designated to clean/disinfect the areas between each use by a class. The zones are: a) Back basketball courts b) Blacktop on the main playground c) Woodchip area on the main playground.

☒17. Congregate movement through hallways will be minimized as much as practicable. **Describe below:**

Arrows will be placed and routes designated to each class to minimize contact in the hallway.

☒18. Large gatherings (i.e., school assemblies) are currently prohibited.

☒19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort.

Describe below:

Most of our outdoor spaces will be used for recess, lunch and PE from 9:30 to 3 pm. Unfortunately, this does not leave zones that will accommodate a class of students open during the majority of the instructional day.

☒20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.

☒21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.

☒ 22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.

☒ 23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. **Describe below:**
Each classroom is equipped with a sink for frequent handwashing. Each class will wash hands upon arrival in class, before and after breaks and after each trip to the restroom.

☒ 24. All staff as well as all students TK-12th grade must wear a face covering while in the classroom and on campus, unless there is an exemption. 4. Face coverings must be used in accordance with CDPH guidelines. **Individuals may be exempted from wearing facial coverings at the discretion of the Director.**

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

☒ 25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

☒ 26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.

☒ 28. Use of privacy boards or clear screens will be considered as much as practicable.

☒ 29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.

☒ 30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Cleaning and Disinfecting Protocols

<input checked="" type="checkbox"/>	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input checked="" type="checkbox"/>	Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input checked="" type="checkbox"/>	All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input checked="" type="checkbox"/>	Cleaning products are used that meet the Environmental Protection Agency (EPA)'s- approved for use against COVID-19 list.
<input checked="" type="checkbox"/>	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input checked="" type="checkbox"/>	School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.

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<input checked="" type="checkbox"/>	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.	<input checked="" type="checkbox"/>	Hands-free devices have been installed, if possible, including motion sensor lights, contactless payment systems, automatic soap and paper towel dispensers, and timecard systems.
<input checked="" type="checkbox"/>	Hand sanitizer will be provided where indoor plumbing is not readily available.	<input checked="" type="checkbox"/>	Staff is provided adequate time to implement cleaning practices before and after shifts.

Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Fill in the fields below with the schedule for how often each area is disinfected.

Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms:	Offices:
Classes will be cleaned nightly and surfaces used by students will be wiped down during recess and lunch breaks.	Nightly and after each visitor.
Restrooms:	Telephones:
11:00 a.m. 1:10 p.m. Nightly	Classroom Phones - Nightly and after use by a student or adult Individual Office Phones - nightly
Handrails / door handles / shelving:	Handwashing facilities:
Handrails N/A Door Handles & Shelving: Three times daily.	Restrooms: 11:00 am, 1:10 pm, nightly Classroom sink: One time daily and each night
Copy Machines / Scanners / Faxes:	Playground Structures:
After each use	Structures will be designated for use by 1 class for a week. The structures will be wiped at the end of each day and deeply cleaned each Friday.
Indoor Common Areas:	Outdoor Common Areas:

After each use by a class cohort	After each use by a class cohort
Other:	Other:
Other:	Other:

Physical Distancing Guidelines

<input checked="" type="checkbox"/>	Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet apart.	<input checked="" type="checkbox"/>	Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.
<input checked="" type="checkbox"/>	Staff desks are 6 feet from students. Where practicable, physical distancing of six feet is maintained to the greatest extent possible within a classroom or instructional area. Three to six feet is acceptable where requirements herein are in practice.	<input checked="" type="checkbox"/>	All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.
<input checked="" type="checkbox"/>	Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;	<input checked="" type="checkbox"/>	The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;

Notification of COVID-19 Positive Case at School or Office Site

<input checked="" type="checkbox"/>	County of Humboldt Public Health is notified of all positive COVID-19 cases.		Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.
<input checked="" type="checkbox"/>	If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.	<input checked="" type="checkbox"/>	Protocols, actions and template communications are in place for COVID-19 related scenarios: <ul style="list-style-type: none"> • Student Symptom Checklist • Humboldt County Public Health Protocols on the onset of Symptoms

Training

Staff have been or will be trained on the following topics:

<input checked="" type="checkbox"/>	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.	<input checked="" type="checkbox"/>	Manufacturer's directions and Cal/OSHA requirements for safe use of personal hygiene and cleaning products.
<input checked="" type="checkbox"/>	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.	<input checked="" type="checkbox"/>	The importance of physical distancing, both at work and off work time (see Physical Distancing section above).
<input checked="" type="checkbox"/>	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.	<input checked="" type="checkbox"/>	Proper use of face coverings, including: We will provide shields for all our staff & students. We'll train staff/students how to wear and clean these items.
<input checked="" type="checkbox"/>	The importance of seeking medical attention if an employee's symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.	<input checked="" type="checkbox"/>	Face coverings do not protect the wearer and are not personal protective equipment (PPE).

Compliance and Documentation

<input checked="" type="checkbox"/>	This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
<input checked="" type="checkbox"/>	All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act. Title III which covers private business entities.
<input checked="" type="checkbox"/>	This school site has created a Task Force to support SSPP activities. This group meets regularly.

Resource Documents:

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

DATE: 10/8/2020
FROM: Krista Croteau
SUBJECT: Safety /Facilities Update

LCAP Goals:

Goal 1: *Provide a safe and productive learning environment for all students*

Goal 2: *Improve Student Achievement*

Goal 3: *Improve regular student attendance, parent involvement, and continued school engagement*

Core Values:

1. *Academic Rigor*
2. *Strong Sense of Community*
3. *Social Responsibility*
4. *Shared Leadership*
5. *Well-Rounded Students*

BACKGROUND/SUMMARY:

- We have had several days with poor air quality related to the fires. Students have eaten outside while the classes were cleaned and then returned indoors for the remainder of their break.
- Fortua Fire will conduct their annual facilities inspection on Friday, October 2nd.
- On Friday our staff will erect the tent purchased to house students during lunch on rainy days. We obtained individual student desks from a giveaway by Eureka City Schools so students will have surfaces to eat on in the tent.
- If this proves to be a viable solution, we'll purchase two additional tents.
- David Huffman will conduct the annual Facilities Inspection Tool (FIT) which will be presented to the board upon completion.

RECOMMENDED ACTION:

1. Receive staff presentation and review questions with staff
2. Open public comment
3. Close public comments.

ATTACHMENTS:

