



River Oak Charter School

2024 – 2025 Comprehensive School Safety Plan

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River Oak Charter School

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Section 1 – Introduction

SB 187 & AB 1747 Compliant Document

Preface

River Oak Charter School, located in the beautiful Ukiah valley, is a community of educators and families committed to guiding children toward a life-long love of learning, creative thinking, and a responsible, sympathetic interest in the world. We serve over 240 students in grades K-8 with art, music, drama, storytelling, poetry, and crafts, woven throughout the curriculum. Our students learn with their heads, hearts, and hands, building on a foundation of creativity that grows with the child to balance imagination, critical thinking and academic excellence.

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the River Oak School District office located at 555 Leslie St Ukiah Ca 95482 For questions regarding this plan please call (707) 467-1855

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An "Inspection Log" is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

School Name CSSP

School Stakeholders

- **Administrators:** Jennifer Lockwood
- **Teachers:** Rebekah Martinez
- **Parents:** Talia Cechin
- **Classified:** Heidi Poloynis
- **School Site Council representative:** Kris Mize
- **Support Staff:** Sarah Carson
- **Counselors:** Rayna Friedman

Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:** Christopher Mann (School Resource Officer)
- **Fire Department:** Waylon Hockemeir (Fire Inspector II)
- **Juvenile courts:** Jack Wann (Juvenile Justice)

Health and Human Services

- **Healthy start coordinator:**
- **After-school coordinator:** Ellie Morena-Vaca (after school program director)
- **County mental health agency:**

Vision Statement

River Oak Charter School is a Steiner-methods public school with a consistent philosophy, curriculum, and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. Steiner-methods education nurtures a sense of wonder, and delight, and fosters the reverence for nature, and humanity inherent in the young child. Steiner-methods curriculum develops the child's active will, creative imagination, and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction, and purpose to their lives, and leadership to their community.

Mission Statement

River Oak Charter School strives as a dynamic community of teachers, parents, and students, to inspire in the child a love of life, and learning, beginning with one's own heart, head, and hands, working towards making a contribution to the community.

Goals: River Oak Charter School respects, and appreciates all children for their unique ethnic and cultural backgrounds, and affords the opportunity to develop an understanding of all of the traditions, and cultures represented in the student population. Children emerge with academic excellence, a commitment to the enhancement of their community, and the ability to succeed today, and tomorrow.

Meeting Minutes

River Oak Charter School Safety Committee Meeting
February 20, 2025 @ 9:00 am

Meeting was called to order @ 9:00 am 2/20/25

Members

Jennifer Lockwood (Administrator/Principal)
Rebekah Martinez (School Safety Coordinator)
Talia Cechin (Registrar/Parent)
Heidi Poloynis (Office Manager)
Kendra Adams (Attendance Secretary)
Sarah Carson (Office Assistant/Parent)

Announcements

Fire drill for February was changed to Friday February 28th due to high absenteeism by teachers and staff.

Agenda

Comprehensive School Safety Plan (Rebekah)

The CSSP was presented by Rebekah. Work with organization IMREADY and consultant Jason Vickery helped to reformat and streamline the older version of River Oak Charter School's CSSP that Rebekah reported as being very difficult to edit last year. Work on the new plan began at the end of the 2023/2024 school year when William Clayton began consulting. At the beginning of the school year Jason Vickery took William Clayton's spot as lead in the formatting and guiding of a new updated plan. Jason helped identify six missing components including the following: Notify Teachers of Dangerous Students, Maintain Confidentiality of Student Offenses, Procedure for safe Ingress and Egress, Positive Behaviors and Support Interventions (PBIS), Outside Agency Use of Facilities and Narcan Administration FlowChart. The committee focused on careful review of these sections as well as procedures for emergency response to fire, earthquake, and gunman in regards to the new TK program and classroom.

Approval:

Sarah made a motion to approve the 2024/2025 CSSP and Heidi seconded the motion. The committee voted unanimously to pass the 2024/2025 CSSP

Meeting was adjourned @ 9:45 am

Section 2 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document. Code and Legal References have been removed. For access to documents in their original and approved form please contact the River Oak Charter School District.

Suspected Child Abuse Reporting Procedures

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Prevention & Reporting

The Board of Education recognizes ROCS's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. ROCS's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques. (cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into ROCS's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention. (cf. 1020 - Youth Services)

Child Abuse Reporting

The Board of Education recognizes that child abuse has severe consequences and that ROCS has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. (cf. 0450 - Comprehensive Safety Plan) Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6) (cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807) (cf. 5144 - Discipline)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to:

teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

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

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the a report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

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

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall then prepare, and either send, fax, or electronically submit to the appropriate agency, a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

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

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

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When notified, the principal shall inform the Superintendent or designee.

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

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166) He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

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

Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code 11165.7) Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse. (cf. 4331 - Staff Development) (cf. 5145.7 - Sexual Harassment)

Suspected Child Abuse Report Form (BCIA 8572)



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

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

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

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

CASE NAME: _____

CASE NUMBER: _____

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

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



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Suspension and Expulsion Policy and Procedures

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at River Oak Charter School (ROCS). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ROCS'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.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, 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 force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The ROCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Administrator's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter 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), or who is in a protected class, is subject to the same grounds for suspension and expulsion 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, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter

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. ROCS shall notify the Mendocino County SELPA of the suspension of any student identified under the IDEA or as a student with a disability under 504 (or for whom there may be a basis of knowledge of the same) and shall conduct the required Manifestation Determination IEP required by law within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.

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 ROCS or at any other school or a ROCS sponsored event at anytime 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 the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil: 1. 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.

2. 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 Administrator or designee's concurrence.

3. 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.

4. 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.

5. Committed or attempted to commit robbery or extortion.

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

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

8. 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.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating

substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrator or the Administrator's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator. The conference may be omitted if the Administrator 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 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.

This conference shall be held within two 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of 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 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.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Administrator or

Administrator's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Administrator or designee upon either of the following determinations: 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.

D. Authority to Expel

A student may be expelled either by the River Oak Charter School Charter Council (ROCSCC) following a hearing before it or by the ROCSCC upon the recommendation of an Administrative Panel to be assigned by the ROCSCC as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a Council member of the ROCS's governing council. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within ten (10) school days after the Administrator 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 ROCSCC for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the 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:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of ROCS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

F. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences
ROCS may, upon finding a 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 ROCS 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.

1. 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. 2. ROCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel 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.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person 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.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the ROCS must present evidence that the witness' presence is both desired by the witness and will be helpful to the ROCS. The person 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.

8. 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.

9. 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. 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 circumstances 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.

G. 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.

H. 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 ROCSCC, Panel or designee 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 ROCSCC who will make a final determination regarding the expulsion. The final decision by the ROCSCC shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the ROCSCC is final.

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

I. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. 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 ROCS.

The Administrator or designee shall send a copy of the written notice of the decision to expel to the Ukiah Unified School District (UUSD). This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The ROCS shall maintain records of all student suspensions and expulsions at the ROCS. Such records shall be made available to the UUSD upon request.

K. No Right to Appeal

The pupil shall have no right to appeal the expulsion from ROCS as the ROCSCC decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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.

M. Rehabilitation Plans

Students who are expelled from the ROCS shall be given a rehabilitation plan upon expulsion as developed by the ROCSCC 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 (1) year from the date of expulsion when the pupil may reapply to the ROCS for readmission.

N. 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 ROCSCC following a meeting with the Administrator and the pupil and 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 Administrator shall make a recommendation to the ROCSCC following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the ROCS's capacity at the time the student seeks

Notify Teachers of Dangerous Students -

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Administrator or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Administrator or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Administrator. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Administrator or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The administrator/principal also may inform any teacher he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Administrator shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Administrator shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the administrator/principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Discrimination and Harassment Policy

Includes Hate Crime Reporting & Prevention of Bullying

Sexual Harassment Policies (EC 212.6 [b])

Pursuant to Education Code 200 et seq., all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in all education institutions. The purpose of this document is to provide notice of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of the sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a) submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) submission to, or rejection of, the conduct by the individual is used as a basis for any decision affecting the individual regarding benefits and services, honor, programs, or activities at or through the educational institution.

For information on the specific rules and procedures for reporting charges of sexual harassment, please obtain a copy of the district's written policy on sexual harassment.

You may pursue available remedies for alleged sexual harassment with:

Department of Fair Employment & Housing (916) 445-9918
Equal Employment Opportunity Commission (916) 744-7378
Office of Civil Rights (415) 744-7000
Office of Intergroup Relations (916) 657-4562

Procedures for Preventing Acts of Bullying and Cyber-bullying

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts

committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property. 2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. 3. Causing a reasonable pupil to experience substantial interference with his or her academic performance. 4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ROCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, 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. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. 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 the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," 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.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. 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 definition of "bullying,"

above. 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. “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.

4. Notwithstanding the definitions of “bullying” and “electronic act” 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

Procedures for Safe Ingress and Egress

All visitors are required to sign in at the front office.

There is adult personnel each morning and afternoon to supervise the drop-off and pick-up of students.

Children are dismissed by their teacher at the close of each school day. Students in grades K-2 are picked up at their classroom. Students 3-8 are released to the parking lot pick-up zone. No child is dismissed without the teacher or personnel seeing the authorized adult. Older siblings may pick up younger siblings with prior approval. Those going to Acorn Hut (after school program) are lined up and escorted to the room. Students who are not picked up in a timely manner are escorted to the Acorn Hut (after school program).

Students who walk home will be dismissed from the main classroom or the gate by the teacher or other personnel on duty.

Students that are being picked up will wait for their ride outside the gate under the pick-up awning. Personnel will monitor who picks them up.

School Discipline

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

River Oak Charter School Student Conduct Code

Conduct Code Procedures

Student Behavior Standards

In order to provide a school environment that fosters learning, cooperation, responsibility and respect, students will be asked to follow several basic rules:

BE SAFE: Activities that are dangerous or harmful to school property or to others will not be allowed.

BE RESPECTFUL: Courtesy is always expected towards other children, teachers and other adults. Punching, hitting, kicking, fighting, teasing, bullying, lying, swearing, talking back, spitting and biting are prohibited. Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior of any kind will not be tolerated.

BE RESPONSIBLE: Students are not allowed to bring inappropriate objects to school or to the Acorn Hut. This includes hand-held video games, portable music listening devices, toys (only with special permission), candy, soda, illegal substances or any other material deemed to be detrimental by the teacher or administrator.

CELL PHONE-FREE CAMPUS: Cell phones may not be used on school grounds, unless in case of an emergency or absolute necessity. Cell phones may only be used in the parking lot. Phones at school must be turned off and kept in students' backpacks or in a designated, locked cabinet located in each classroom. Phone use is limited to communicating with parents/guardians regarding rides home and may not be used for social media or video gaming.

Phones may only be used in the parking lot at the following times:

- After 1:15pm on minimum days; after 3:15pm on regular days

Students who attend Acorn Hut may only use their phones after 5:30pm.

Violations of this policy will result in confiscation of the cell phone; the cell phone may be retrieved by the parent/guardian in the front office. Teachers may communicate further expectations to their students.

PHYSICAL AFFECTION & SEXUAL HARASSMENT: River Oak Charter School (ROCS) believes that social relationships between close friends should be expressed in a modest and restrained manner. Our overall purpose is to provide a healthy and relaxed environment at school, promoting a positive

learning environment and building self-esteem. Public displays of affection are discouraged. Hand holding is appropriate, as are brief, tasteful hugs. Putting one's arm around another is fine. Kissing and fondling are not allowed. Each person needs to be sensitive to other's personal boundaries and respect them.

Additionally, ROCS will actively investigate any reported occurrence of sexual harassment involving either students or adults. The California Education Code, Section 212.5, defines sexual harassment as "unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting."

Resources in the community for our school include: Project Sanctuary, Public Health, Nuestra Casa, Social Services, "Coming of Age" discussion in the classroom.

Behavior standards (and dress standards) apply to all ROCS sponsored events as well as going to and from school, i.e., field trips, dances, concerts, open houses, festivals, graduation, etc.

Consequences

Age-appropriate interventions are sought, when behavior expectations are not met. Inappropriate behavior is redirected with the least amount of disruption to the class possible in the kindergartens and lower grades. When recurring patterns of acting out or disrespectful or abusive behavior exist, interventions are more restrictive.

Less restrictive interventions include:

- Pedagogical Stories
- Work with temperaments
- Parallel play opportunities
- Conflict Resolution
- Affirmations
- Group work techniques
- Non-verbal cues
- Counseling
- Gestures

More restrictive interventions include:

- Logical consequences
- Time outs – away from an activity, in another teacher's classroom, or in the office with the administrator.

Suspension

Expulsion

The administrator works with the child in taking responsibility, or notifies parents. Suspension and expulsion are other extreme options. (See suspension and expulsion policies and procedures).

STUDENT SUCCESS TEAM (SST) - may be initiated when behaviors, attendance, speech or any other student issue might benefit from an in-depth study by the teacher, administrator, and parents. A series of SST's may be held in order to solve an issue.

504-PLAN: may be developed by the family and school for any student with a physical or mental impairment who needs accommodations or services not available through existing programs in order to receive a free, appropriate public education.

INDIVIDUALIZED EDUCATION PLAN (IEP): may be created as a result of assessment results that lead the educators and family to believe there are learning or physical challenges present that significantly hinder a student's education.

ROCS opposes all forms of corporal punishment, public ridicule, or any other form of psychological, emotional or physical abuse.

Positive Behavioral Interventions and Supports (PBIS)

River Oak Charter School is committed to establishing and maintaining a safe, orderly, and positive school environment that is conducive to learning for all students. The Positive Behavioral Interventions and Supports (PBIS) framework is a proactive approach aimed at promoting positive behavior and creating a culture of respect and support within our schools.

Implementation:

- 1. Behavioral Expectations:** River Oak Charter School will establish clear and consistent behavioral expectations for all students, staff, and stakeholders. These expectations will be communicated effectively and prominently displayed throughout the school.
- 2. Teaching and Modeling:** Teachers and staff are responsible for teaching and modeling positive behaviors to students. Consistent reinforcement and praise will be provided to acknowledge students who demonstrate the desired behaviors.
- 3. Tiered Support System:** The school will implement a tiered system of support to address the individual behavioral needs of students. Tier 1 will focus on universal interventions for all students, while Tiers 2 and 3 will provide additional support for students who require more targeted interventions.
- 4. Data-Driven Decision Making:** The school will collect and analyze data on student behavior to inform decision-making and evaluate the effectiveness of PBIS strategies. Data will be used to identify trends, set goals, and adjust interventions as needed.
- 5. Family and Community Involvement:** River Oak Charter School will actively involve families and community members in promoting positive behavior and reinforcing the PBIS framework. Partnerships with parents, guardians, and community organizations will be fostered to support student success.
- 6. Professional Development:** Teachers and staff will receive ongoing training and support in implementing PBIS practices effectively. Professional development opportunities will be provided to ensure that all stakeholders are equipped with the knowledge and skills necessary to support positive behavior.
- 7. Accountability and Evaluation:** The school will regularly monitor and evaluate the implementation of PBIS to ensure fidelity and effectiveness. School leaders will be held accountable for upholding the PBIS framework and promoting a safe and orderly environment conducive to learning.

Dangerous, Violent, Or Unlawful Activities

Assessment and Response Procedures

SB 671

SB 671 requires a Comprehensive School Safety Plan to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

Multidisciplinary Threat Assessment Team

River Oaks uses a multidisciplinary threat assessment team consisting of the site-specific site administrator, a school police representative, a student services behavioral specialist representative as needed, and other outside services as needed.

Assessment and Response

Prohibited and concerning behaviors are defined in California Education Code 48900 and 48915. Additionally, all threats of self-harm are assessed and acted upon, as needed. In cases where dangerous, violent, or unlawful activities are being conducted, Law Enforcement is notified at once and a call to 911 is made.

The threshold of law enforcement intervention is decided by the relevant administration in cooperation with school police and mutual aid if requested. In practice, we find if a real or possible threat is present. We evaluate the threat or possible threat based upon prohibited and concerning behaviors, responding appropriately to the incident.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> Bomb threat/Suspicious package Firearm on campus Explosive on campus Fire Immediate risk of harm to student(s) and/or staff Intruder on campus 	<ul style="list-style-type: none"> Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse 	<ul style="list-style-type: none"> Physical attack, assault or threat toward employee (EC 44014) Possession of controlled substance (EC 48902) Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that

<ul style="list-style-type: none">• Medical emergency• Possible abduction	<ul style="list-style-type: none">• Homicidal threat (Grades 6-12) (EC 49390)<ul style="list-style-type: none">◦ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	<p>expels a metallic projectile, such as a BB or a pellet.</p>
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Opioid Overdose Protocol – Melanie's Law

RECOGNIZE

Observe for signs of overdose

1

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

RESPOND

Immediately call for help:

2

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
- Breathe again
- Give one breath every 5 seconds

REVERSE

Administer Intra-Nasal Narcan

3

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.

Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols

REFER

4

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

Individualized Safety Plans

The Education Code requires school disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities and address any concerns to individual plans, as specified.

Our School's Individualized Plans

None Requested

Drills, Training, and Exercises

Active Assailant Drill (Run, Hide, Fight)	Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.
Earthquake Drill	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
Evacuation Drill	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
Fire Drill(s)	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
Lock Down Drill (2)	This drill should be done one time per semester and can be combined with the Evacuation Drill

Drills Training and Exercises Recorded

Fire Drills

9/25/2023
10/17/2023
12/13/2023
2/8/2024
3/14/2024
4/18/2024
5/9/2024

Earthquake Drills – (Duck, Cover, Hold)

10/19/2023
3/12/2024

Lockdown Drills

5/24/2024

Shelter In Place Drills

Evacuation Drills

Multi-Option Drills

Emergency Operations Plan

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Poison Control	1-800-222-1222	
Law Enforcement/Fire/Paramedic	CAL FIRE	707-459-7414	
Law Enforcement/Fire/Paramedic	Fire Department	707-463-6200	
Law Enforcement/Fire/Paramedic	Police Department	707-463-6242	
Law Enforcement/Fire/Paramedic	Sheriff	707-463-4411	
Law Enforcement/Fire/Paramedic	Highway Patrol	707-467-4420	
Emergency Services	Deep Valley Security Alarm	707-462-5200	
Local Hospitals	Hospital: Adventist Health Ukiah Valley	707-462-3111	
Other	MC Animal Care & Control/Shelter	707-463-4427	
Emergency Services	MC Child Protective Services	707-463-7990	

Emergency Services	MC Health and Human Services	707-472-2600	
Emergency Services	MC Mental Health	707-472-2300	
Public Utilities	Mendocino Transit Authority (bus)	707-964-1800	
Emergency Services	MCOE Emergency Operations Center	707-463-4874 or 463-4821	
Emergency Services	MCOE Emergency Service Commander: Steve Turne	707-467-5021	
School District	MCOE Superintendent	707-467-5001	
School I District	UUSD District Office (Superintendent)	707-472-5002	
School District	UUSD District Office	707-472-5000	
School District	ROCS Superintendent: Jennifer Lockwood	707-309-5220	
Other	Ukiah Senior Center	707-462-4343	
School District	ROCS Business Manager: Talia Cechin	707-972-6272	
School District	ROCS Office Manager: Heidi Poloynis	707-391-8558	

School District	ROCS Attendance Secretary Kendra Adams	707-272-1836	
School District	ROCS Site Maintenance: Antonio Rodriguez	707-367-3162	

Appendix B: 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)
Office team reviewed and revised duties.	3/07/2023 @ 1:30 PM	minor duty revisions

Appendix C: River Oak Charter School Incident Command System

Incident Commander

Jennifer Lockwood-----

Safety Officer

-Rebekah Martinez---

Scribe

Talia Cechin-----

Public Information Officer Talia Cechin-----

Operations

Heidi Poloynis-----

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

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 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 Onsite and while on Field Trip

Onsite Response Guidelines

Step One: Identify the Type of Emergency

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult is aware of her/his role and responsibilities and follows the designated procedures.

Administrator or designee assesses the situation to identify the type of emergency.

Step Two: Identify the Level of Emergency

Administrator or designee assesses the situation to identify level of emergency.

Step Three: Determine the Immediate Response Action

Administrator or designee determines immediate response action.

Step Four: Communicate the Appropriate Response Action

Administrator or designee notifies all staff members of the emergency via intercom system, fire alarm, and/or megaphone if appropriate identifies if it is "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation". The School Secretary calls 911 if appropriate.

Field Trip Response Guidelines

Step One: Identify the Type of Emergency

In the case of an emergency, every adult is aware of her/his role and responsibilities and follows the designated procedures.

Teacher in charge, or designee assesses the situation to identify the type of emergency.

Sep Two: Identify the Level of Emergency

Teacher in charge or designee assesses the situation to identify the level of emergency.

Step Three: Determine the Immediate Response Action

Teacher in charge or designee determines immediate response action.

Step Four: Communicate the Appropriate Response Action

Teacher in charge or designee notifies ROCS of the emergency as soon as it is safe to do so. Fire alarms, and/or voice if appropriate identifies if it is "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation". The teacher or designee calls 911 if appropriate.

Types of Emergencies & Specific Procedures

Aircraft Crash

This type of emergency will trigger shelter in place unless evacuation is deemed appropriate.

Animal Disturbance

In the event of an animal disturbance on campus the following steps will be taken:

- 1) Teacher or support staff currently supervising students outside will move all students inside to a safe area.
- 2) Administrator will assess the situation.
- 3) Administrator or School Secretary will call appropriate entities if appropriate such as Animal Control or Department of Fish and Wildlife.
- 4) Students will be kept inside until the threat has ended.

Armed Assault on Campus

The following procedures should be followed when the threat or intruder is inside of the school building:

- Building administrator orders and announces "lockdown with intruder." Be direct. DO NOT USE CODES. This announcement should be repeated several times.

- Immediately direct all students, staff, and visitors into the nearest classroom or secured space.
- Classes that are outside of the building SHOULD NOT enter the building.
- Move outside classes to the primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
- Take attendance of students in each classroom.
- o Teachers should prepare a list of missing and extra students in the room.
- o Teachers should prepare to take this list with them once they are directed to leave the classroom.
- DO NOT respond to anyone at the door until "all clear" is announced.
- Keep out of sight.
- Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as

possible. · When the threat is over/the intruder has left the building, the building administrator announces “all clear.”

Special Considerations

Suggested Lockdown Prior to School Starting Procedures

- Staff gather all students in the hallways into their classrooms or other rooms.

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- Preschool activities leaders gather students and report attendance.
- Administration and custodial staff check the hallways and exterior of the building.
- Administration posts an individual at the drop-off location, alerting parents and children.
- Staff takes attendance of students in their room.
- At “all clear,” students report to their homeroom or first class to take attendance.

Suggested Lockdown During Passing Periods Procedures

- Staff gather all students in the hallways into their classrooms or other rooms.
- Administration and custodial staff check the hallways and exterior of the building.
- Staff takes attendance of students in their room.
- At “all clear,” students report to homeroom or next class in order to obtain 100 percent attendance.

Suggested Lockdown During After School Activities Procedures

- Event leaders gather students and take attendance.
- Administration or custodial staff checks the hallways and other rooms.

Note: Please note that some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance.

Biological or Chemical Release

Biological or Chemical Release

In the event of a Biological or Chemical Release the following steps will be taken:

If Indoors:

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

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Administrator 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 move directly with or against the wind, which may carry fumes.
5. Give first aid.

Staff to follow General Emergency Response Plan

Bomb Threat/ Threat of Violence

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 sighting 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 the Administrator immediately.

2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is.

Note any identifying features about the caller (i.e. gender, speech patterns). If there is a sighting of a suspicious object, the person would:

1. Notify the Administrator immediately.
2. Do not touch the object but note any identifying features to describe it to the School Director and emergency crews. In all cases:
 1. If the Administrator determines to evacuate, staff follow emergency procedures previously described.
 2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Administrator and the emergency crew chief. Follow all emergency crew and bomb squad directives.

Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s). Staff to follow the General Emergency Response Plan

Bus Disaster n/a

Safe Storage of Firearm/Weapon

Administrators will safely store any firearm or weapon confiscated on school premises and take reasonable action to secure the firearm or weapon in a locked location where a child or other cannot gain access.

Disorderly Conduct

Administrator will attempt to diffuse the situation and call the police department if necessary.

Earthquake

Earthquake Emergency Procedures

Administrator: (school safety coordinator)

1. DRILLS

- 1.1. Dial All Page
- 1.2. Repeat, "This is an earthquake drill" 3 times

2. PROTECT YOURSELF

- 2.1. Indoors: Move away from windows; get below window height; get under a sturdy surface
- 2.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.
- 2.3. DROP, COVER, AND HOLD ON
- 2.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

3. TAKE

- 3.1. Cell phone
- 3.2. Keys
- 3.3. Red emergency binder
- 3.4. Red disaster backpack

4. SWEEP FOR UNEVACUATED PEOPLE

- 4.1. Unlock gate, sweep classrooms 4, 5, & 6.

5. EVACUATE TO PLAYGROUND

- 5.1. Is the playground safe? If not, determine a safe location and direct people there
- 5.2. Respond to RED "Medical Help Needed" emergency card signals
- 5.3. Respond to YELLOW "Missing Person" emergency card signals
- 5.4. Signal registrar (in parking lot) with colored card

6. FIND HELP

- 6.1. Acorn Hut
- 6.2. First aid
- 6.3. Parking lot

6.4. Student dismissal process

7. COMMUNICATIONS

7.1. One Call Now – parents and staff

8. FOLLOW UP

8.1. Give feedback on playground

8.2. Release students and staff to regular activities

8.3. Attend debriefing meeting

Business Manager

1. Protect Yourself

1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface

1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.

1.3. DROP, COVER, AND HOLD ON

1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. TAKE

2.1. Cell phone

2.2. Keys

2.3. Red emergency binder

2.4. Red disaster backpack

3. SHUT OFF UTILITIES AND SWEEP FOR UNEVACUATED PEOPLE

3.1. Shut off main electric switch and gas main (NOT for drills)

3.2. Sweep classrooms 1, 2, and 3

3.3. Boy's bathroom

3.4. Resource room, handwork room, small commons, and girl's bathroom

4. EVACUATE TO PLAYGROUND

4.1. Is the playground safe? If not, determine a safe location and direct people there

4.2. Signal to Administrator with emergency card: GREEN, YELLOW, or RED

5. ASSIST ADMINISTRATOR

5.1. Assist in accounting for students/parents for attendance and then dismissal

6. COMMUNICATIONS - assist administrator

6.1. One Call Now/Parent Square

7. FOLLOW UP

7.1. Attend debriefing meeting

Registrar:

1. PROTECT YOURSELF

- 1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface
- 1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.
- 1.3. DROP, COVER, AND HOLD ON
- 1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. TAKE

- 2.1. Cell phone
- 2.2. Keys
- 2.3. Red emergency binder
- 2.4. Orange first aid backpack

3. SWEEP FOR UNEVACUATED PEOPLE

- 3.1. Staff lounge and staff restroom
- 3.2. Acorn Hut office and room
- 3.3. (2) Kindergarten, Classrooms 7 & 8, Hallway bathroom, Large commons

4. EVACUATE TO FRONT SIDEWALK

- 4.1. Signal Emergency vehicles
- 4.2. Give status report to emergency personnel
- 4.3. Signal to administrator with emergency card: GREEN, YELLOW, or RED

5. SUPERVISE PARKING LOT

- 5.1. Delegate parking lot supervision to other personnel: ingress/egress

6. COMMUNICATIONS

- 6.1 Back-up One Call Now/Parent Square

7. FOLLOW UP: Attend debriefing meeting

7.1. Attend debriefing meeting

Front office – office assistant

1. Protect Yourself

- 1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface

1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.

1.3. DROP, COVER, AND HOLD ON

1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. TAKE

2.1. Cell phone

2.2. Keys

2.3. Red emergency binder

2.4. Orange disaster backpack

2.5. Emergency cart (in staff kitchen)

3. SWEEP FOR UNEVACUATED PEOPLE

3.1. First aid station

3.2. Follow and assist business manager down hallway classes 1,2,3, and boy's bathroom

3.3. (5) Resource room, handwork room, small commons, phys education office and girls bathroom

3.4. Follow and assist registrar with Kindergartens, kinder and upper grades bathrooms, 7th and 8th grades

3.5. (3) large commons, band room, art room

4. EVACUATE TO PLAYGROUND

4.1. If the playground is not safe, take direction from administration

4.2. Set up first aid station and emergency cart

4.3. Assist teachers with students needing first aid

4.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED

4.5. Assist with student dismissal procedures

5. FOLLOW UP - Attend debriefing meeting

5.1. Attend debriefing meeting

From 1-3 pm others will sweep Acorn Hut

Attendance:

1. PROTECT YOURSELF

1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface

1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.

1.3. DROP, COVER, AND HOLD ON

1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. TAKE

2.1. Cell phone

2.2. Keys

2.3. Red emergency binder

2.4. Orange disaster backpack

2.5. Student check in/out log

2.6. Visitor log

3. SWEEP FOR UNEVACUATED PEOPLE

3.1. First aid station

3.2. Assist Acorn Hut

4. EVACUATE TO PLAYGROUND

4.1. If the playground is not safe take direction from administrator

4.2. Take visitor attendance

4.3. Assist teachers with student attendance

4.4. Stand at wooden gate

4.5. Signal to administrator with emergency card: GREEN, YELLOW, or RED

5. FOLLOW UP

5.1. Attend debriefing meeting

From 1-3PM others will sweep Acorn Hut, except on Wednesdays (minimum day)

Teachers:

1. PROTECT YOURSELF AND YOUR STUDENTS

1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface

1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.

1.3. DROP, COVER, AND HOLD ON

1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. CLASSROOM

2.1. Leave doors and windows open

2.2. Turn off lights

3. TAKE

- 3.1. Cell phone
- 3.2. Keys
- 3.3. Red emergency binder
- 3.4. First aid kit
- 3.5. Emergency water

4. EVACUATE TO PLAYGROUND

- 4.1. Take students in a quiet line to designated place on playground
- 4.2. If playground is unsafe, take direction from administration
- 4.3. Take student attendance
- 4.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 4.5. Wait with your class for direction from the administrator

5. FOLLOW UP

- 5.1. Quietly return with your students to regular activities

Independent Study Teacher:

1. Protect Yourself

- 1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface
- 1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.
- 1.3. DROP, COVER, AND HOLD ON
- 1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. CLASSROOM

- 2.1. Leave doors and windows open
- 2.2. Turn off lights

3. TAKE

- 3.1. Cell phone
- 3.2. Keys
- 3.3. Red emergency binder
- 3.4. First aid kit
- 3.5. Emergency water

4. EVACUATE TO PLAYGROUND

- 4.1. Take students in a quiet line to designated place on playground

- 4.2. If playground is unsafe, take direction from administration
- 4.3. Take student attendance
- 4.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED

5. Monitor Back Gate/Assist with First Aid

- 5.1. Stand at back gate and help usher students as needed
- 5.2. If not needed at gate assist office assistant with first aide duties, take direction from administrator

6. FOLLOW UP

- 6.1. Quietly return with your students to regular activities when given the “all clear” message.
Other Personnel - Aides, specialty teachers, resource teachers, etc.

1. PROTECT YOURSELF

- 1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface
- 1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.
- 1.3. DROP, COVER, AND HOLD ON
- 1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. TAKE

- 2.1. Cell phone
- 2.2. Keys

3. EVACUATE TO PLAYGROUND

- 3.1. If playground is unsafe, take direction from administration

4. RESOURCE TEACHER:

- 4.1. Take red emergency binder
- 4.2. Leave doors and windows open
- 4.3. Turn off lights
- 4.4. Take your students to their class line-up spot on the playground to join their class
- 4.5. Sweep for people in 4th, 5th, 6th grade classrooms
- 4.6. Ask how you can help

5. AIDES:

- 5.1. 1-3PM (NOT WEDNESDAYS) assist Acorn Hut with evacuation
- 5.2. Ask how you can help

6. SPECIALTY TEACHERS:

- 6.1. Take red emergency binder
- 6.2. Leave doors and windows open
- 6.3. Turn off lights
- 6.4. Take your students to their class line-up spot on the playground
- 6.5. Stay with students on the playground
- 6.6. Ask how you can help, if you are not with students

7. FOLLOW UP

- 7.1. Quietly return with your students to regular activities when given the “all clear” message.

Acorn Hut:

1. PROTECT YOURSELF

- 1.1. Indoors: Move away from windows; get below window height; get under a sturdy surface
- 1.2. Outdoors: Move away from buildings, utility poles, wires, streetlights, trees, etc.
- 1.3. DROP, COVER, AND HOLD ON
- 1.4. Wait until shaking subsides, then exit the building (wait 3 minutes for drills)

2. TAKE

- 2.1. Cell phone
- 2.2. Keys
- 2.3. Red emergency binder
- 2.4. Student sign in/out books (3)

3. Evacuate to Playground 1-3PM (NOT WEDNESDAYS)

- 3.1. Take basket of student shoes/blanket
- 3.2. Acorn Hut staff rush from other campus locations to assist with evacuation
- 3.3. Classroom aides assist
- 3.4. Business manager assists

4. EVACUATE TO PLAYGROUND

- 4.1. Take students in a quiet line to designated place on playground
- 4.2. Put shoes on if necessary
- 4.3. If playground is unsafe, take direction from administration
- 4.4. Take student attendance

4.5. Signal to administrator with emergency card: GREEN, YELLOW, or RED

4.6. Wait with your students for direction from the administrator

5. FOLLOW UP

5.1. Quietly return with your students to regular activities

5.2. Attend debriefing meeting

Explosion or Risk Of Explosion

Administrator:

1. TAKE

1.1. Cell phone

1.2. Keys

1.3. Red emergency binder

1.4. Red disaster backpack

2. SWEEP FOR UNEVACUATED PEOPLE

2.1. Unlock the gate, sweep classrooms 4, 5, and 6.

3. EVACUATE TO PLAYGROUND

3.1. Is the playground safe? If not, determine a safe location and direct people there

3.2. Respond to RED “Medical Help Needed” cards

3.3. Respond to YELLOW “Missing Person” cards

3.4. Signal Registrar (in parking lot) with colored card

4. FIND HELP

4.1. Acorn Hut

4.2. First aid

4.3. Parking lot

4.4. Student dismissal process

5. COMMUNICATIONS

5.1. One Call Now – parents and staff

6. FOLLOW UP

6.1. Give feedback on playground

6.2. Release students and staff to regular activities

6.3. Attend debriefing meeting

Station 1: (business office)

1. DRILLS

- 1.1. CAL FIRE 459-7404 – call to say we’re conducting a drill for 15 minutes
- 1.2. Deep Valley Security 462-5200 (code=RIVER) – say we’re conducting a drill for 15 minutes
- 1.3. Pull fire alarm

2. TAKE

- 2.1. Cell phone
- 2.2. Keys
- 2.3. Red emergency binder
- 2.4. Red disaster backpack
- 2.5. Yellow combination water/gas-shutoff wrench (in front office)

3. SWEEP FOR UNEVACUATED PEOPLE

- 3.1. Shut off main electric switch and gas main
- 3.2. Classrooms 1, 2, 3,
- 3.3. boy’s bathroom
- 3.4. (2) Resource rooms, small commons, and girls bathroom

4. EVACUATE TO PLAYGROUND

- 4.1. Is the playground safe? If not, determine a safe location and direct people there
- 4.2. Signal to administrator with emergency card: GREEN, YELLOW, or RED

5. ASSIST ADMINISTRATOR

- 5.1. Accounting for students/parents for attendance and dismissal

6. COMMUNICATIONS

- 6.1. Back-up One Call Now

Station 2: (registrar office)

1. DRILLS

- 1.1. Call Senior Center 462-4343 to tell them we’re conducting a drill for 15 minutes.

2. TAKE

- 2.1. Cell phone
- 2.2. Keys

2.3. Red emergency binder

2.4. Orange first aid backpack

3. SWEEP FOR UNEVACUATED PEOPLE

3.1. Staff lounge and staff restroom

3.2. Acorn Hut office and room

3.3. (2) Kindergarten, Classrooms 7 & 8, Large commons

4. ACORN HUT (1-3PM, NOT WEDNESDAYS)

Assist Acorn Hut to evacuate students

5. EVACUATE TO FRONT SIDEWALK

5.1. Signal to emergency vehicles

5.2. Give status report to emergency personnel

5.3. Signal to administrator with emergency card: GREEN, YELLOW, or RED

6. SUPERVISE PARKING LOT

6.1. Prevent non-emergency vehicles from entering parking lot

6.2. Delegate parking lot supervision to other personnel: ingress/egress

7. FOLLOW UP - Attend debriefing meeting

Station 4: (front office – attendance secretary)

1. TAKE

1.1. Cell phone

1.2. Keys

1.3. Red emergency binder

1.4. Student check in/out log

1.5. Visitor log

1.6. Orange first aid backpack

2. SWEEP FOR UNEVACUATED PEOPLE

2.1. First aid station

3. EVACUATE TO PLAYGROUND

3.1. If playground is not safe, take direction from administration

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3.2. Take visitor attendance

- 3.3. Assist teachers with student attendance
- 3.4. Stand at wooden gate
- 3.5. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 3.6. Assist with student dismissal procedures

4. FOLLOW UP - Attend debriefing meeting

*** From 1-3PM others will sweep Acorn Hut, except on Wednesdays

Teachers:

1. TAKE

- 1.1. Cell phone
- 1.2. Keys
- 1.3. Red emergency binder
- 1.4. First aid kit

2. CLASSROOM

- 2.1. Do not lock or close doors
- 2.2. Do not turn off lights
- 2.3. Do not take any other belongings

3. EVACUATE TO PLAYGROUND

- 3.1. Take students in a quiet line to designated place on playground
- 3.2. If playground is unsafe, take direction from administration
- 3.3. Take student attendance
- 3.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 3.5. Wait with your class for direction from administrator

4. FOLLOW UP

- 4.1. Quietly return with your students to regular activities

Other Personnel - Aides, specialty teachers, resource teachers

1. TAKE

- 1.1. Cell phone
- 1.2. Keys

2. EVACUATE TO PLAYGROUND

- 2.1. If playground is unsafe, take direction from administration

3. RESOURCE TEACHER:

- 3.1. Take red emergency binder
- 3.2. Do not lock or close doors
- 3.3. Do not turn off lights
- 3.4. Do not take other belongings
- 3.5. Take your students to their class line-up spot on the playground to join their class
- 3.6. Ask how you can help

4. AIDES:

- 4.1. From 1-3PM (not Wednesdays) assist Acorn Hut with evacuation
- 4.2. Ask how you can help

5. SPECIALTY TEACHERS:

- 5.1. Take red emergency binder
- 5.2. Do not lock or close doors
- 5.3. Do not turn off lights
- 5.4. Do not take any other belongings
- 5.5. Take your students to their class line-up spot on the playground
- 5.6. Stay with students on the playground
- 5.7. Ask how you can help, if you are not with students

Acorn Hut:

1. TAKE

- 1.1. Cell phone
- 1.2. Keys
- 1.3. Red emergency binder
- 1.4. Student sign in/out books (3)
- 1.5. Basket of student shoes/blanket for resting kindergarteners

2. 1-3PM (not Wednesdays)

- 2.1. Acorn Hut staff rush from other campus locations to assist with evacuation
- 2.2. Classroom aides assist
- 2.3. Business manager assists

3. EVACUATE TO PLAYGROUND

- 3.1. Take students in a quiet line to designated place on playground
- 3.2. Put shoes on
- 3.3. If the playground is unsafe, take direction from administration
- 3.4. Take student attendance
- 3.5. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 3.6. Wait with your students for direction from administrator

4. FOLLOW UP

- 4.1. Quietly return with your students to regular activities
- 4.2. Attend debriefing meeting

Fire in Surrounding Area

Shelter in place unless directed by local law enforcement.

Turn on air purifiers.

Fire on School Grounds

Fire Emergency Procedures

PULL FIRE ALARM & CALL 911

Administrator: (school safety coordinator)

1. TAKE

- 1.1. Cell phone
- 1.2. Keys
- 1.3. Red emergency binder
- 1.4. Red disaster backpack

2. SWEEP FOR UNEVACUATED PEOPLE

- 2.1. Unlock the gate, sweep classrooms 4, 5, and 6.

3. EVACUATE TO PLAYGROUND

- 3.1. Is the playground safe? If not, determine a safe location and direct people there
- 3.2. Respond to RED “Medical Help Needed” cards
- 3.3. Respond to YELLOW “Missing Person” cards
- 3.4. Signal Registrar (in parking lot) with colored card

4. FIND HELP

- 4.1. Acorn Hut
- 4.2. First aid
- 4.3. Parking lot
- 4.4. Student dismissal process

5. COMMUNICATIONS

- 5.1. One Call Now/Parent Square

6. FOLLOW UP

- 6.1. Give feedback on playground
- 6.2. Release students and staff to regular activities
- 6.3. Attend debriefing meeting

7. FOLLOW UP - Verify alarm shutoff/Attend debriefing meeting

FIRE ALARM PROCEDURES (back-up)

- 1. Enter your code on the keypad and then hit “off” to silence alarm
- 2. Use the Allen wrench to open door on red fire alarm case
- 3. Reset the alarm to “normal” by pushing black lever upwards
- 4. Enter your code (again) on the keypad and then hit “off” to deactivate the alarm
- 5. Call Deep Valley Security 462-6200; say the drill is over & to put the system online again

Business office

1. DRILLS

- 1.1. Call Senior Center 707-462-4343 to tell them we’re conducting a drill for 15 minutes
- 1.2. Call Holy Trinity Church 707-462-8042 to tell them we’re conducting a drill for 15 minutes
- 1.3. Walk to the water and gas shut off box and then sweep.

2. TAKE

- 2.1. Cell phone
- 2.2. Keys
- 2.3. Red emergency binder
- 2.4. Red disaster backpack

2.5. Yellow combination water/gas-shutoff wrench (in front office)

3. SHUT OFF UTILITIES AND SWEEP FOR UNEVACUATED PEOPLE

3.1. Shut off main electric switch and gas main (not for drill)

3.2. Classrooms 1, 2, 3,

3.3. boy's bathroom in hallway

3.4. (5) Resource rooms, handwork room, small commons, phys ed office, and girls bathroom

4. EVACUATE TO PLAYGROUND

4.1. Is the playground safe? If not, determine a safe location and direct people there

4.2. Signal to administrator with emergency card: GREEN, YELLOW, or RED

5. ASSIST ADMINISTRATOR

5.1. Accounting for students/parents for attendance and dismissal

6. FOLLOW UP

6.1. Shut-off alarm (back-up)/Attend debriefing meeting

FIRE ALARM PROCEDURES

1. Enter your code on the keypad and then hit "off" to silence alarm

2. Use Allen wrench to open door on red fire alarm case

3. Reset the alarm to "normal" by pushing black lever upwards

4. Enter your code (again) on the keypad and then hit "off" to deactivate the alarm

5. Call Deep Valley Security 462-6200; say the drill is over & to put the system online again

Registrar office

1. DRILLS

1.1. Call CAL FIRE 707-462-7921 xt3 - to tell them we're conducting a drill for 15 minutes.

1.2. Call Deep Valley Security 707-462-5200 (code=RIVER) - to tell them we're conducting a drill for 15 minutes

1.3. Pull the fire alarm

2. TAKE

2.1. Cell phone

2.2. Keys

2.3. Red emergency binder

2.4. Orange first aid backpack

3. SWEEP FOR UNEVACUATED PEOPLE

- 3.1. Staff lounge and staff restroom
- 3.2. Acorn Hut office and room
- 3.3. (8) Kindergartens kindergarten and upper grades bathrooms, classrooms 7 & 8, large commons

4. ACORN HUT (1-3PM, NOT WEDNESDAYS)

Instruct Acorn Hut aides and other aides to assist with Acorn Hut students during hours needed

5. EVACUATE TO FRONT SIDEWALK

- 5.1. Signal to emergency vehicles
- 5.2. Give status report to emergency personnel
- 5.3. Signal to administrator with emergency card: GREEN, YELLOW, or RED

6. SUPERVISE PARKING LOT

- 6.1. Prevent non-emergency vehicles from entering parking lot
- 6.2. Delegate parking lot supervision to other personnel: ingress/egress

7. COMMUNICATIONS

- 7.1. Back-up One Call/Parent Square

8. FOLLOW UP - Attend debriefing meeting

FIRE ALARM PROCEDURES

- 1. Enter your code on the keypad and then hit "off" to silence alarm
- 2. Use Allen wrench to open door on red fire alarm case
- 3. Reset the alarm to "normal" by pushing black lever upwards
- 4. Enter your code (again) on the keypad and then hit "off" to deactivate the alarm
- 5. Call Deep Valley Security 462-6200; say the drill is over & to put the system online again

Front office – office assistant

1. TAKE

- 1.1. Cell phone
- 1.2. Keys
- 1.3. Red emergency binder
- 1.4. Orange first aid backpack and red first aid backpack
- 1.5 Student medications/inhalers

2. SWEEP FOR UNEVACUATED PEOPLE

- 2.1. First aid station
- 2.2. Follow and assist business manager down hallway classes 1,2,3, and boy's bathroom
- 2.3. (5) Resource room, handwork room, small commons, phys education office and girls bathroom
- 2.4. Follow and assist registrar with Kindergartens, kinder and upper grades bathrooms, 7th and 8th grades
- 2.5. (3) large commons, band room, art room

3. EVACUATE TO PLAYGROUND

- 3.1. If the playground is not safe, take direction from administration
- 3.2. Set up first aid station
- 3.3. Assist teachers with students needing first aid
- 3.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 3.5. From 1-3PM others will sweep Acorn Hut, except on Wednesdays
- 3.6. Assist with student dismissal procedures

4. FOLLOW UP - Attend debriefing meeting

FIRE ALARM PROCEDURES

- 4.1. Enter your code on the keypad and then hit "off" to silence alarm
- 4.2. Use Allen wrench to open door on red fire alarm case
- 4.3. Reset the alarm to "normal" by pushing black lever upwards
- 4.4. Enter your code (again) on the keypad and then hit "off" to deactivate the alarm
- 4.5. Call Deep Valley Security 462-6200; say the drill is over & to put the system online again

Front office – attendance secretary

1. TAKE

- 1.1. Cell phone
- 1.2. Keys
- 1.3. Red emergency binder
- 1.4. Student check in/out log
- 1.5. Visitor log
- 1.6. Orange first aid backpack

2. SWEEP FOR UNEVACUATED PEOPLE

2.1. First aid station

2.2. Acorn Hut

3. EVACUATE TO PLAYGROUND

3.1. If the playground is not safe, take direction from administration 3.2. Take visitor attendance

3.2. Take visitor attendance

3.3. Assist teachers with student attendance

3.4. Stand at wooden gate

3.5. Signal to administrator with emergency card: GREEN, YELLOW, or RED 3.6. Assist with student dismissal procedures

4. FOLLOW UP - Attend debriefing meeting

*** From 1-3PM others will sweep Acorn Hut, except on Wednesdays

FIRE ALARM PROCEDURES

1. Enter your code on the keypad and then hit "off" to silence alarm

2. Use Allen wrench to open door on red fire alarm case

3. Reset the alarm to "normal" by pushing black lever upwards

4. Enter your code (again) on the keypad and then hit "off" to deactivate the alarm

5. Call Deep Valley Security 462-6200; say the drill is over & to put the system online again

Teachers:

1. TAKE

1.1. Cell phone

1.2. Keys

1.3. Red emergency binder

1.4. First aid kit

1.5 Fire Extinguisher

2. CLASSROOM

2.1. Close doors and windows

2.2. Do not turn off lights

2.3. Do not take any other belongings

3. EVACUATE TO PLAYGROUND

3.1. Take students in a quiet line to designated place on playground

- 3.2. If playground is unsafe, take direction from administration
- 3.3. Take student attendance
- 3.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 3.5. Wait with your class for direction from administrator

4. FOLLOW UP

- 4.1. Quietly return with your students to regular activities
- Independent Study Teacher:

1. TAKE

- 1.1. Cell phone
- 1.2. Keys
- 1.3. Red emergency binder

2. EVACUATE TO PLAYGROUND

- 2.1. Take students in a quiet line to designated place on playground
- 2.2. If playground is unsafe, take direction from administration
- 2.3. Take student attendance
- 2.4. Signal to administrator with emergency card: GREEN, YELLOW, or RED

3. Monitor Back Gate/Assist with First Aid

- 3.1. Stand at back gate and help usher students as needed
- 3.2. If not needed at gate assist office assistant with first aide duties

4. FOLLOW UP

- 4.1. Quietly return with your students to regular activities when given the "all clear" message.
- Other Personnel - Aides, specialty teachers, resource teachers:

1. TAKE

- 1.1. Cell phone
- 1.2. Keys

2. EVACUATE TO PLAYGROUND

- 2.1. If playground is unsafe, take direction from administration

3. RESOURCE TEACHER:

- 3.1. Take red emergency binder
- 3.2. Do not lock or close doors

3.3. Do not turn off lights

3.4. Do not take other belongings

3.5. Take your students to their class line-up spot on the playground to join their class

3.6. Ask how you can help

4. AIDES:

4.1. From 1-3PM (not Wednesdays) assist Acorn Hut with evacuation

4.2. Ask how you can help

5. SPECIALTY TEACHERS:

5.1. Take red emergency binder

5.2. Do not lock or close doors

5.3. Do not turn off lights

5.4. Do not take any other belongings

5.5. Take your students to their class line-up spot on the playground

5.6. Stay with students on the playground

5.7. Ask how you can help, if you are not with students

6.FOLLOW UP

6.1. Quietly return students to regular activities when given the “all clear” message

Acorn Hut:

1. TAKE

1.1. Cell phone

1.2. Keys

1.3. Red emergency binder

1.4. Student sign in/out books (3)

1.5. Basket of student shoes/blanket for resting kindergarteners

2. 1-3PM (not Wednesdays)

2.1. Acorn Hut staff rush from other campus locations to assist with evacuation

2.2. Classroom aides assist

2.3. Business manager assists and attendance secretary assist

3. EVACUATE TO PLAYGROUND

- 3.1. Take students in a quiet line to designated place on playground
- 3.2. Put shoes on
- 3.3. If playground is unsafe, take direction from administration
- 3.4. Take student attendance
- 3.5. Signal to administrator with emergency card: GREEN, YELLOW, or RED
- 3.6. Wait with your students for direction from administrator

4. FOLLOW UP

- 4.1. Quietly return with your students to regular activities
- 4.2. Attend debriefing meeting

FIRE ALARM PROCEDURES

1. Enter your code on the keypad and then hit “off” to silence alarm
2. Use Allen wrench to open door on red fire alarm case
3. Reset the alarm to “normal” by pushing black lever upwards
4. Enter your code (again) on the keypad and then hit “off” to deactivate the alarm
5. Call Deep Valley Security 462-6200; say the drill is over & to put the system online again

Flooding

1. Administrator and Office Staff:

- 1.1. Monitor radio and Internet for flood information.
- 1.2. Determine whether school will be closed or remain open based on information gathered.
- 1.3. Review procedures with staff as needed.
- 1.4. If evacuating, dial All Page – Announce 3 times: “Please prepare students to exit campus due to flooding.”
- 1.5. If there is a loss of power, a megaphone will serve as a backup alerting/communication device.

2. TAKE

- 2.1.. Cell phones; Red emergency binders; Red disaster backpacks

3. SWEEP FOR UNEVACUATED PEOPLE

- 3.1. After all classes have evacuated from the school, the principal and a delegated search team will sweep the whole school to ensure that all students have been safely evacuated.

4. COMMUNICATION

4.1.. One Call Now – information will be sent to parents and staff via our emergency One Call Now communication system about the incident and follow-up actions such as where the school has safely relocated and parent-student reunification procedures.

4.2.. Communicate disaster information and needs to the Mendocino County Office of Education.

4.3.. Call local radio stations to help disseminate information to families and the community.

5. STUDENT RELEASE

5.1. Several staff members will be designated to release students from one location – using sign-out sheets for authorized adults to sign before the student is released. This will provide the school with an accounting of which adult the student left with.

6.ADDITIONAL TASKS

6.1.Take appropriate action to safeguard school property.

6.2. Do not return to the school building until it has been inspected and determined safe by proper authorities.

6.3.Determine whether school will be closed or remain open.

6.4. Document all actions taken.

Loss or Failure Of Utilities

RE: PUBLIC SAFETY POWER SHUTOFF (PSPS)

In the event of a power outage and subsequent school closure, River Oak Charter School (ROCS) follows the protocol listed here: · If the power is off before the start of school, ROCS will be closed.

· If the power is shut off during the school day, we will keep students at school and offer parents the option of early student pick-up. If parents are unable to pick up their students early, we will keep them at school until the end of the regular school day.

· Acorn Hut will not operate the afterschool program if the power is shut off during the day.

· If ROCS is closed, because there was no power in the morning, and power comes back on during the day, we will remain closed for the rest of the day and open the next day at the regular time.

· Whenever possible ROCS will follow Ukiah Unified School District's lead and protocol.

Parents, Guardians & Staff will be notified via text & email if ROCS is closed. However, there is a high probability that ROCS will lose internet feed (there is still no definitive answer whether we will lose internet connectivity) if the power is turned off in Sonoma or

Lake County. Our ability to communicate also depends on what areas PG&E decides to shut down and what resources AT&T has in place to maintain their node sites; these node sites may or may not have

battery or generator back up. In addition, we have many families that live in outlying areas who may not have access to internet or cellular data during the PSPS.

For this reason, in the event of an emergency or school closure, we will contact local radio station KUKI 103.3 FM to provide broadcast updates about our plans. We will in addition, contact parents and staff via text and email on One Call Now to notify of any emergency school closure.

If you are without internet or cell phone service, please tune in to radio station 103.3 FM for ROCS status updates. If you do not have a battery-operated radio, you should be able to listen to this station on your car radio.

Please rest assured that student safety is of the utmost importance to us. We are providing this information in advance, not to cause panic, but to inform and prepare you about ROCS' protocol in the event of a PSPS.

Motor Vehicle Crash

Shelter in place until safe to leave premises unless evacuation is needed.

Pandemic

Follow CDC, CDPH, and County of Mendocino Guidelines.

Psychological Trauma

River Oak Charter School

Suicide Prevention Policy

PURPOSE

The purpose of this policy is to protect the health and well-being of River Oak Charter School ("ROCS") students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The school:

- 1) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- 2) further recognizes that suicide is a leading cause of death among young people,
- 3) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- 4) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

DEFINITIONS

1. At risk A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or

deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. Mental health A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

3. Postvention Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

4. Risk assessment An evaluation of a student who may be at risk for suicide, conducted by the appropriate staff (e.g., psychologist, counselor, social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

5. Risk factors for suicide Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family and environment.

6. Self-harm Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

7. Suicide Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

8. Suicide attempt A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

9. Suicidal behavior Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life. 10. Suicide contagion The process by which suicidal behavior or a suicide influences an increase in the suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

11. Suicidal ideation Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously. SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

PREVENTION

1. **School Policy Implementation** The Principal will be responsible for planning and coordinating implementation of this policy for the school and act as a point of contact in each school for issues relating to suicide prevention and policy implementation. All staff members shall report student they believe to be at elevated risk for suicide to the Principal.
2. **Staff Professional Development** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.
3. **Youth Suicide Prevention Programming** Developmentally-appropriate, student-centered education materials will be integrated into the health curriculum. The content of these age-appropriate materials will include: 1.) the importance of safe and healthy choices and coping strategies, 2.) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3.) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.
4. **The Suicide Hot Line Telephone Number** will be placed on the back of students' I D cards starting in 7th grade
5. **Publication and Distribution** This policy will be distributed to employees annually via email and on the school website, and a copy will be available on the school site in the office.

ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by the Principal and referred to a mental health professional.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The Principal will be made aware of the situation as soon as possible.
3. The Principal will contact the student's parent/guardian, as described in the Parent Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. Staff will ask the student's parent/guardian for written permission to discuss the student's health with outside care, if appropriate.

IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. School staff should remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
2. School staff will move all other students out of the immediate area;
3. School staff will immediately contact the Principal;
4. If appropriate, Principal or school staff will call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
5. If needed, school staff will provide medical first aid until a medical professional is available;
6. The Principal will contact the student's parent/guardian, as described in the Parental Notification and Involvement section.
7. Do not send the student away or leave them alone, even if they need to go to the restroom;
8. Listen and prompt the student to talk;
9. Review options and resources of people who can help;
10. Be comfortable with moments of silence as you and the student will need time to process the situation;
11. Provide comfort to the student;
12. Promise privacy and help, and be respectful, but do not promise confidentiality;
13. Students should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

RE-ENTRY PROCEDURES

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), the Principal will meet with the student's parent/guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. The Principal will coordinate re-entry with the student, their parent/guardian, and any outside mental health care providers.
2. The parent/guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. A designated staff person will periodically check in with students to help the student readjust to the school community and address any ongoing concerns.

OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent/guardian.
3. Inform the Principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the Principal will assess whether there is further risk of harm due to parent or guardian notification. If the Principal, designee, or a mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

1. Development and Implementation of an Action Plan The Principal will develop an action plan to guide school response following a death by suicide. A meeting with school staff to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

a) Verify the death. The Principal will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent/guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent/guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

b) Assess the situation. The school's teachers, Principal prepare the postvention response, to consider how

severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred

within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

c) Share information. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the school staff that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. School-wide assemblies should be avoided. The Principal may prepare a letter (with the input and permission from the students' parent/guardian)

to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

d) Avoid suicide contagion. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

e) Initiate support services. Students identified as being more likely to be affected by the death will be referred to community mental health providers. The Principal will coordinate support services for students and staff in need of individual and small group counseling as needed.

f) Develop memorial plans. The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. An school-based memorials (e.g. small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. External Communication. The Principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

a) Prepare a statement for the media including the facts of death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information. b) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" –as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Suspected Contamination of Food or Water

If contamination of water is suspected the following steps will be taken

1. Persons suspecting contamination will move students away from drinking fountains and sinks.
2. Notify the school office.
3. Administration will instruct teachers to keep students away from fountains and sinks.
4. Administrator will have the water shut off.

Tactical Responses to Criminal Incidents

Shelter in place order will be issued.

Unlawful Demonstration or Walkout

Shelter in place order will be issued. All students will move to a supervised space as needed

Outside Agency Use of Facilities Emergency

River Oak Charter School values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The Ukiah Unified School District has a Memorandum of Understanding (MOU) established with local agencies and River Oak Charter School will follow the guidelines set forth in their memorandum to determine the extent of facility use and support to the community needs.

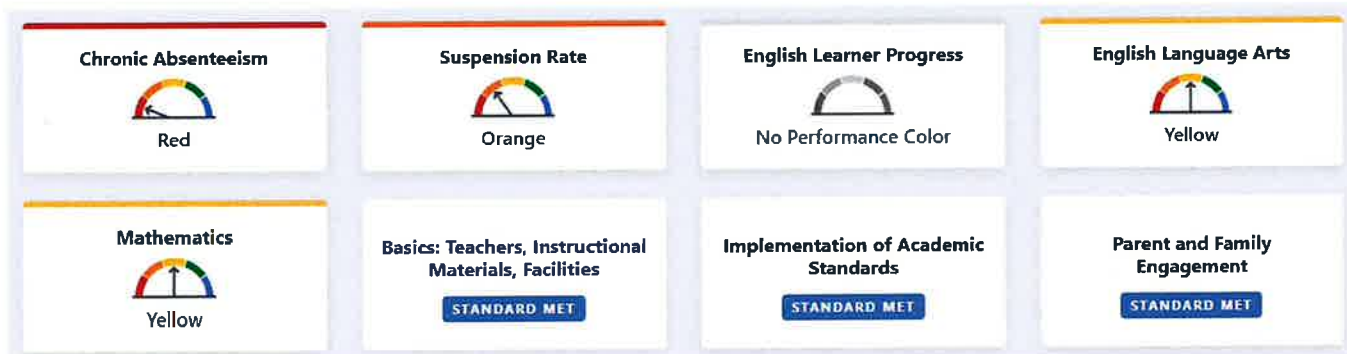
While it is preferred that outside agencies develop a Memorandum of Understanding with the school district wishing to use school facilities for disaster services prior to any need, River Oak Charter School will work in conjunction with Ukiah Unified School District and will consider requests by local non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the River Oak Charter School's administrator or safety coordinator if they need to request facility use to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator will contact Ukiah Unified School District immediately for assistance and guidance.

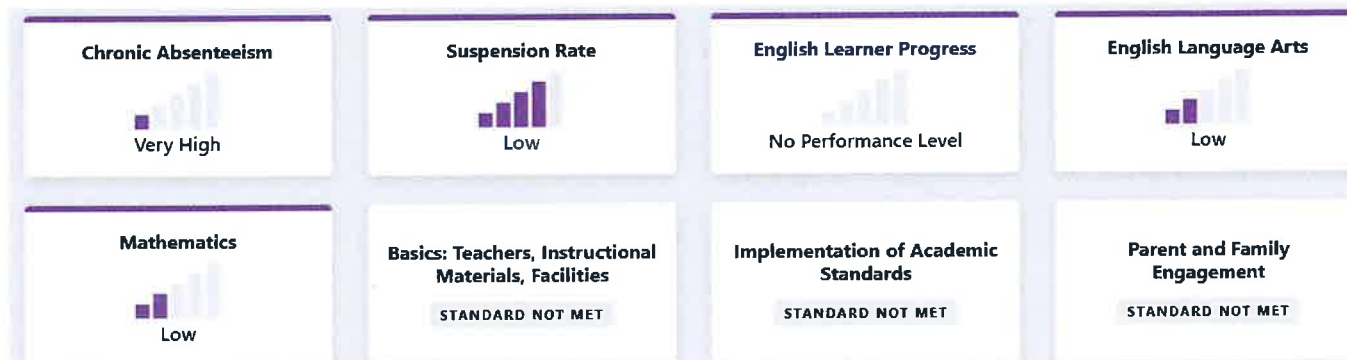
Section 3 – Data Analysis

School Performance Overview Dashboard

School Performance Overview – 2023



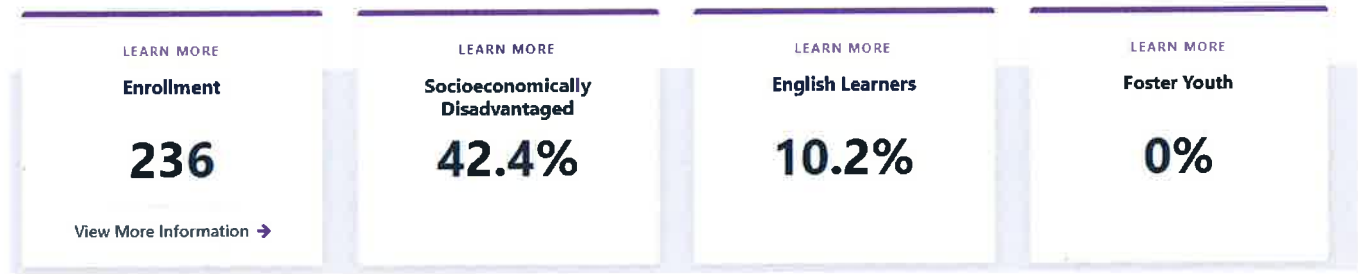
School Performance Overview – 2022



School Performance Overview – 2021

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting and the COVID-19

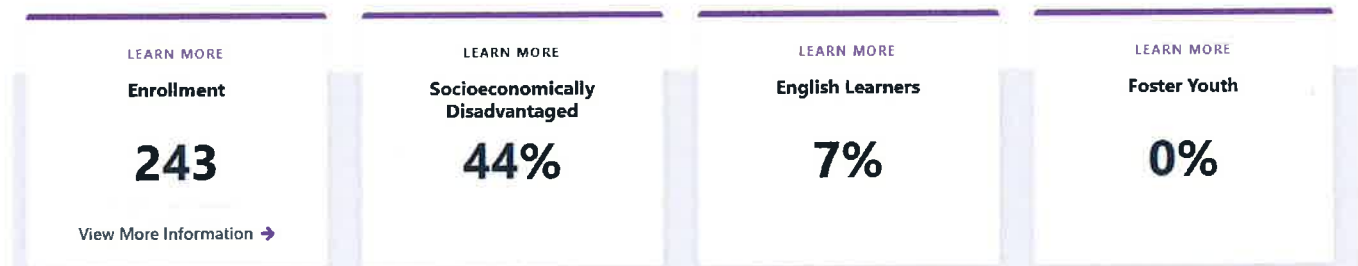
Student Population – 2023



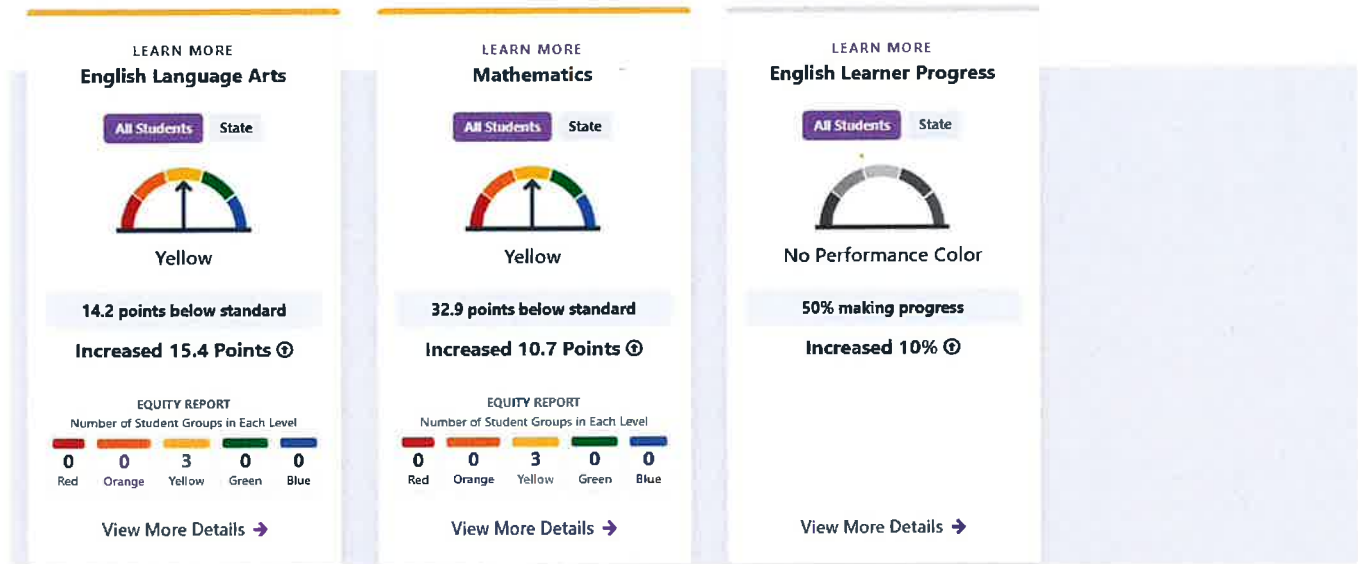
Student Population – 2022



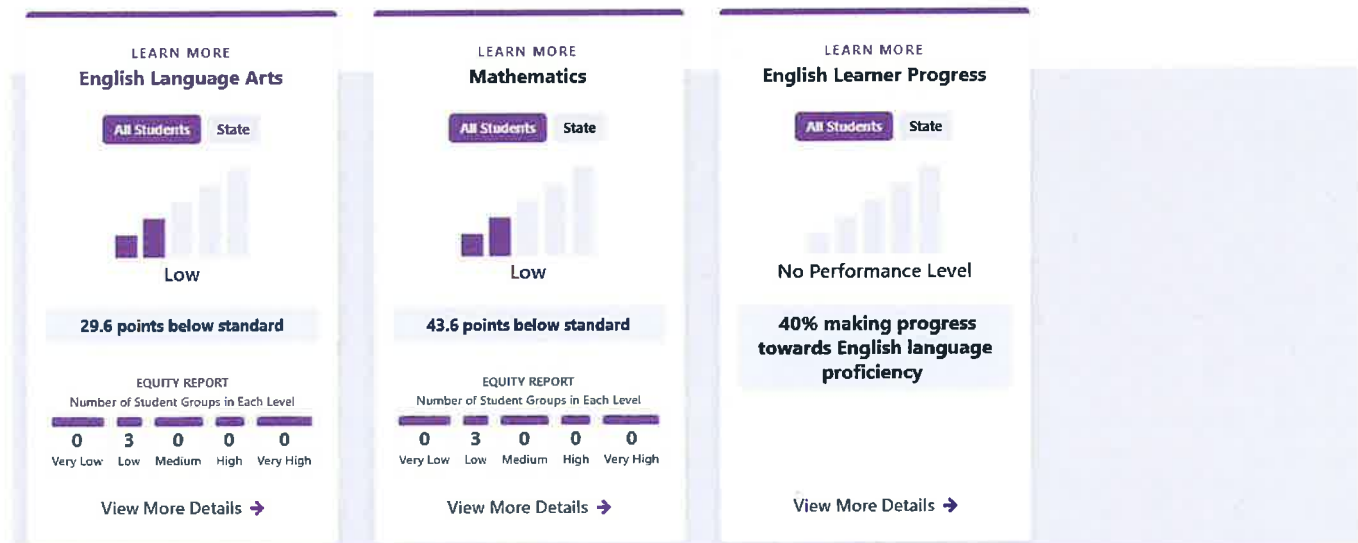
Student Population – 2021



Academic Performance – 2023



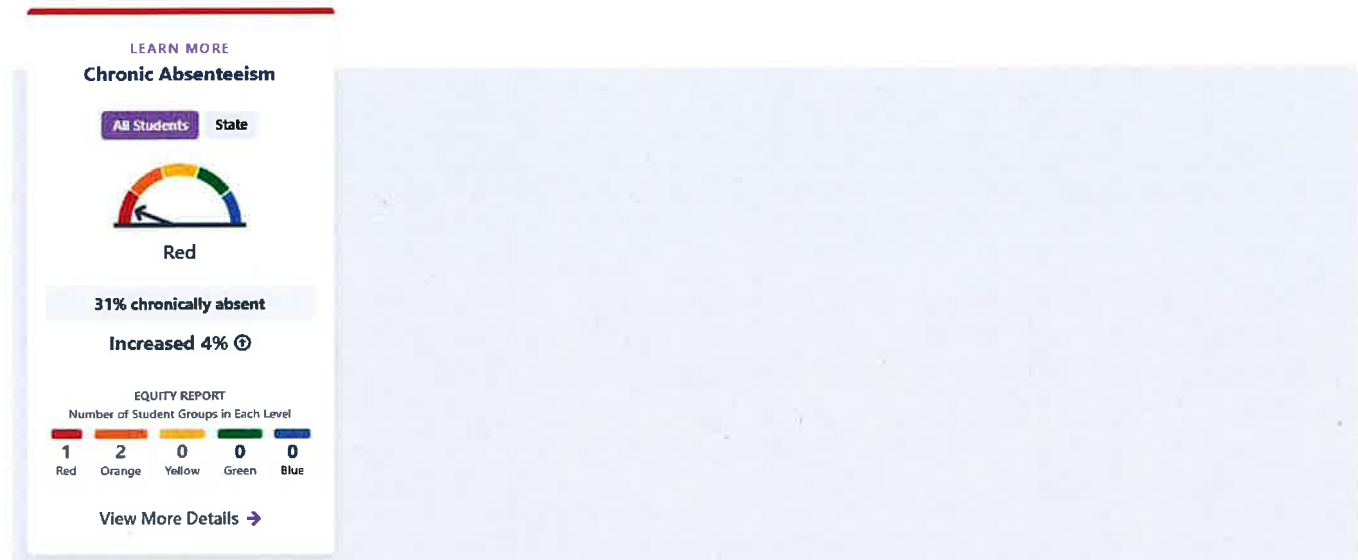
Academic Performance – 2022



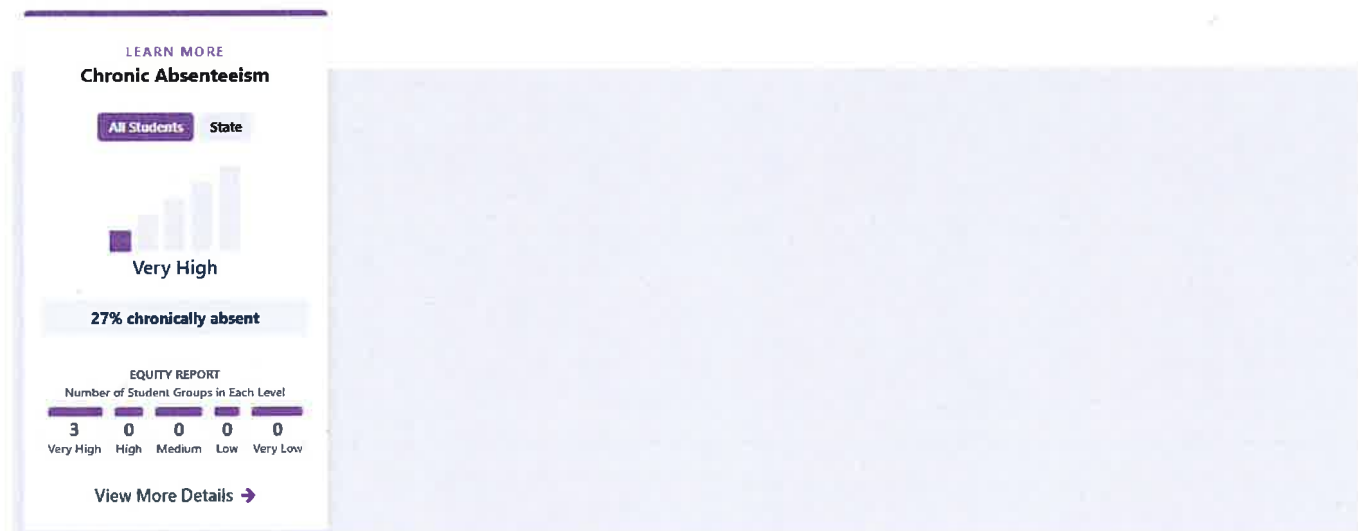
Academic Performance – 2021

No Data

Academic Engagement – 2023



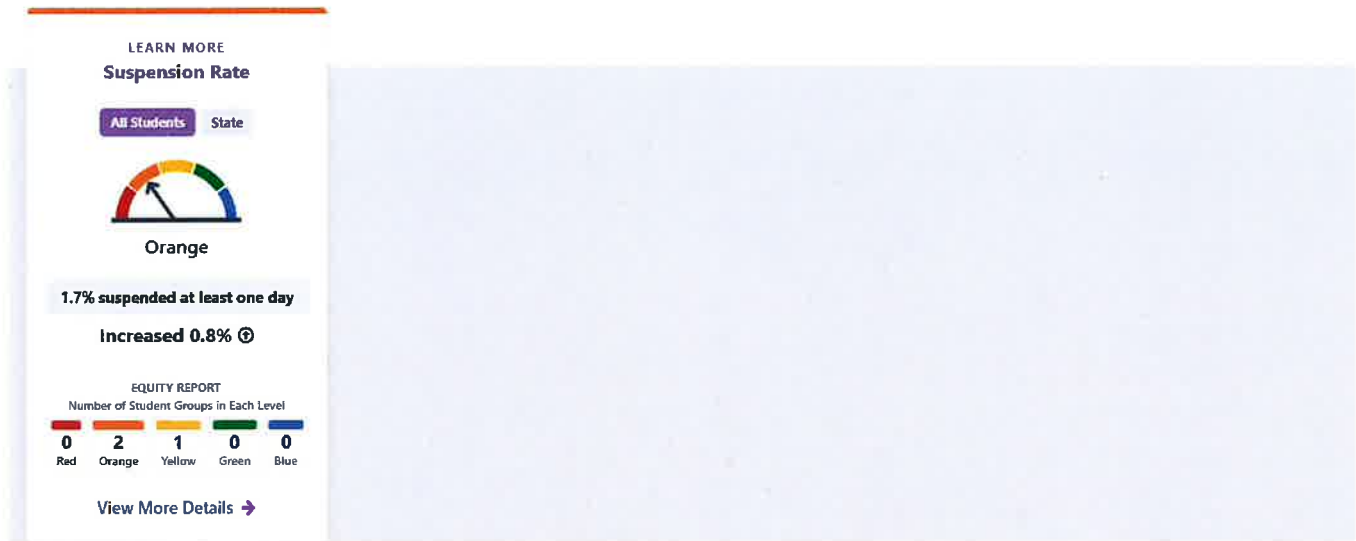
Academic Engagement – 2022



Academic Engagement – 2021

No Data

Conditons and Climate - 2023



Conditons and Climate - 2022

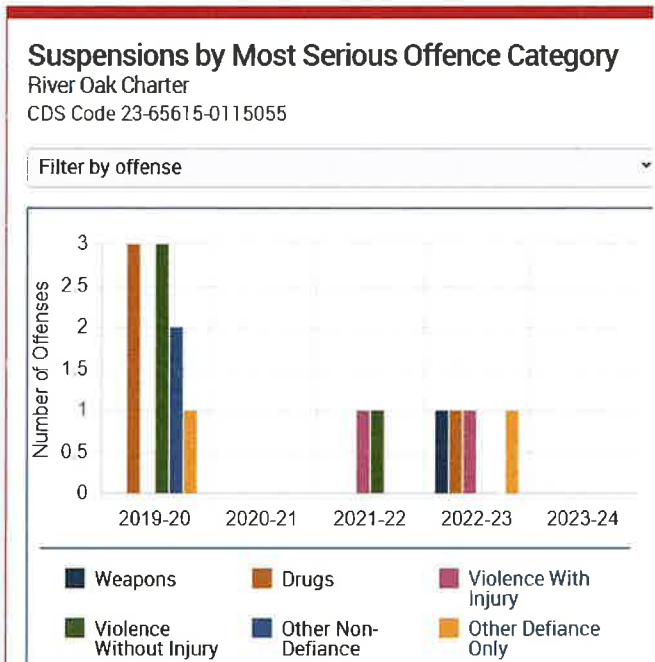
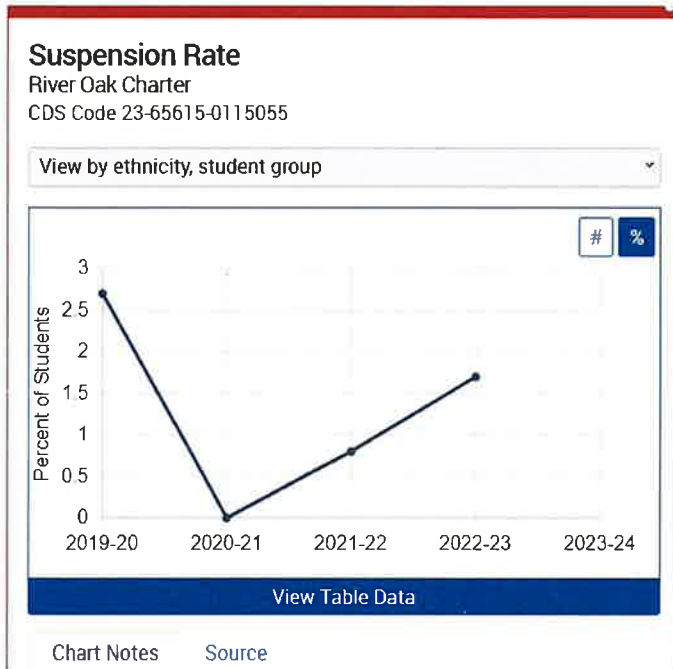


Conditons and Climate - 2021

No Data.

Suspension/Expulsion Data

Suspension Rate



Expulsion Rate

Expulsion Rate

River Oak Charter

CDS Code 23-65615-0115055

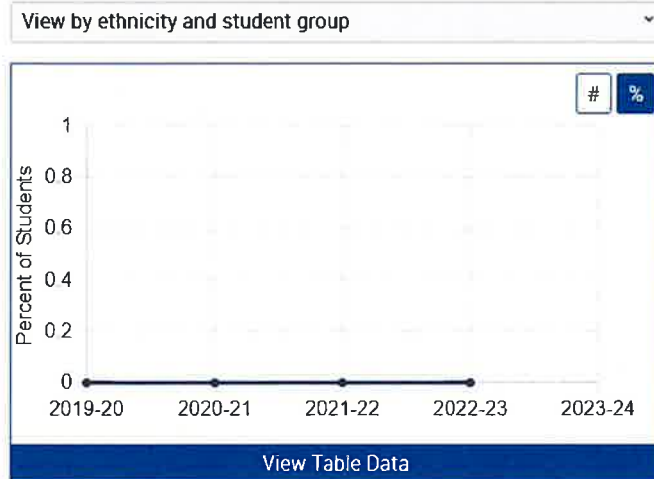


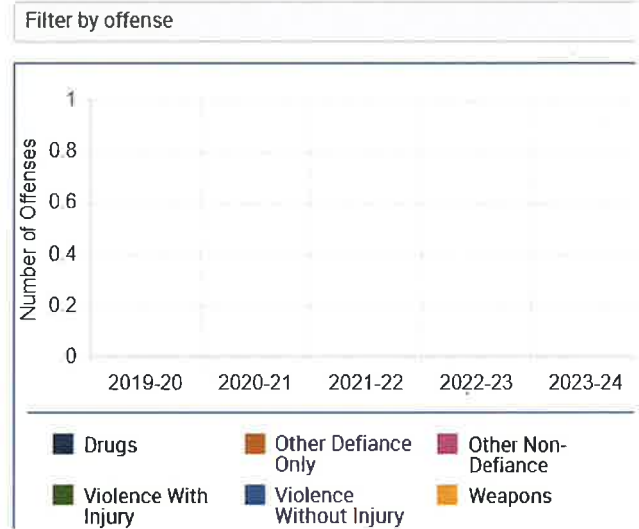
Chart Notes

[Source](#)

Expulsions By Most Serious Offence Category

River Oak Charter

CDS Code 23-65615-0115055



Section 4 – Action Plan

Action Plan

Areas of Pride/Accomplishments

- SEL (Morning Meetings, Counseling Support, Behavior Support)
- Timberwolf Team (Circle of Friends for GenEd to SPED students)
- Low crime rate data
- Safety Training for staff
- Low numbers of students with multiple behavior offenses
- Chronic Absenteeism has decreased.
- PBIS well implemented at platinum level
- Crisis Prevention Institute trainer on staff to support staff members who work closely with students who need higher level of support.
- Staff completed and reviewed the Incident Command Protocols
- Graffiti Removal
- Closed Campus
- Safety Patrol
- Emergency Cards

Findings & Desired Improvements

- Attendance although improved, we'd like to see chronic absenteeism numbers to continue to decrease.
- The gate to the after school program needs to be locked during after school hours but also allow access for families picking up students.
- More planned drills for after school hours.
- Dedicated laptop/tv screen for security cameras, broader access to security footage.
- Staff ID's
- Decrease Narcotics arrests
- Decrease amount of assaults

Priorities/Goals

- All staff trained on safety protocols and disaster preparedness
- All staff with emergency materials needed.
- Continue to progress monitor and provide support for SEL students in need.
- Have all proper exit routes posted as well as emergency flip charts.
- Develop of a plan for after school pick up that have more oversight of adults accessing campus from 3 to 6pm.
- Focus on identification and support of students with mental health concerns.

Overall Strategies for the 2024/2025 School Year

Component 1 People and Programs (School Climate):

- Weekly rewards for classes that have zero tardies
- Health Office Team
- More programs with SRO
- Strengthen students and parent engagement on campus by providing opportunities for families to feel connected and share their ideas for improvement.
- Restorative Practices Implementation Schoolwide

Component 2 Places (Physical Environment):

- Questionnaire of staff strengths will be sent to all staff in the fall to best align their strengths to their role in an emergency.
- Staff will receive an updated training on Active Shooter events and Disaster procedures.
- More Staff supervision at breaks and Lunch
- Locked Door Policy

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites. Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
River Oak Charter School	River Oak Charter	Jennifer Lockwood	jlockwood@riveroakcharterschool.org 707-467-1855

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on May 19, 2025 and adopted by the ROCS Charter Council (our School Board) on June 9, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

- Parentsquare (for Emergency and all Messaging) via text and phone
- Phone Calls
- Email
- Social Media
- Portal through Aeries, our Student Information System

Plans for Unforeseen Events

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

River Oak Charter School uses ParentSquare as a communication application. This allows the school to communicate in many ways: SMS, phone calls, and email are all options when sending emergency alerts. The school also has social media accounts that will be used, although those are "extra" added methods of communication in case ParentSquare messages don't get through to someone. Using any electronic methods of communication would be compromised if there is a power outage or damage to infrastructure. The school has a headline in case of emergencies, so the school can still receive and make phone calls. The school will also post signs at the school site for the purpose of families reading messages in person. There is a bulletin board and a marquee hanging in front of the school. Within the 5 calendar days, the school will confirm and have contact with each of approximately 266 students and their families.

Support for Special Needs

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

The school uses several ways of assessing students during in person instruction that can also be done during remote instruction. IXL is a personalized online learning platform for students, offering practice in math, language arts, science, social studies, and Spanish. It provides an online Diagnostic that can be taken at any time. IXL provides a comprehensive K-12 curriculum and students can work at any grade level. NWEA Map Growth Assessments will also continue to be done either in person or remotely. These are some of the ways that teachers can identify any special needs among students. The school administrator can also send out a survey to parents to check in about instruction and assessment to gauge their needs. The school's special education coordinator will ensure that all the supports (such as accommodations and/or modifications) for the school's special education students are met. The SPED Coordinator will also ensure students receive all services as designated in their IEP. This may include counseling, speech, Occupational Therapy, or any other designated services. The Section 504 Coordinator will also ensure students accommodations are being met remotely or in person during an emergency.

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, River Oak Charter remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs such as our own. The Chromebooks that are currently in the classroom carts would be assigned to each student and taken home. Instructions for remote instruction would be given through our communication system, Parentsquare. When necessary, teachers will use Google Classroom to organize their work and to better communicate with students and their families. Students are already assigned a ROCS email, and the transition to online learning would be smooth and swift.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity. Because ROCS follows a Steiner philosophy and does not use Chromebooks in the TK-2nd grades, families would pick up a variety of materials to use at home, including hands-on work as well as guided activities. In our TK-2nd classes, the parent would be an active participant if online methods were to be utilized.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity. ROCS would use Google Classroom to notify students and their families regarding school work, and the acceptance or absence thereof. In addition, teachers will use Parentsquare to communicate to families regarding any successes or challenges regarding schoolwork. Parents will use the online portal through Aeries to get "real time" access to their child's grades and assignments. For families that struggle with internet or WiFi access, ROCS will work with the family through providing either a hotspot or information on where the internet/WiFi can be accessed in the community. We use a screening tool called Go Guardian, where teachers can monitor what websites the students attend to.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Instructional Continuity

Communication Protocols

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

River Oak Charter School administration will communicate with parents on a weekly basis during in person and remote instruction. Teachers will communicate on a daily basis during remote instruction. Parent Square is the mode of communication which can be used as an SMS, email, or phone message. Initial communication after an interruption to the normal school year will be made no later than 5 calendar days. Instruction, either remotely or in person, will resume as soon as practicable but no more than 10 instructional days.

Technological Readiness

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

Parents will be contacted to find out if a student needs a device or wifi connection for remote, online learning. If a student needs a device and/or hotspot for wifi connection, they will come to the school site to check one out within the 10 instructional day limit. The platform that will be used is Google Classroom. In addition to daily online lessons with the certificated teacher, the students will each have a subscription to IXL. Assignments will be accessible online but will also be available for pick up on site.

Instruction and Assessment

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

The Steiner pedagogy is not conducive to remote instruction. If remote instruction is necessary, staff will use Google classroom, IXL and teacher created lessons to make standards-aligned learning objectives. There are many online Steiner teaching materials available, such as Oak Meadow. The school's methods of monitoring progress will remain the same whether in remote or in person instruction. The school administers NWEA Map Growth assessments for math and ELA twice per year for 3-8 grades. We use DIBELS for a reading assessment for TK-2. The 3-8 grade students perform the CAASPP test at the end of the year instead of the Map Growth assessment for the third time. The school can also monitor academic progress through IXL. If remote instruction happens during conferences, staff will discuss their child's social emotional needs with parents during parent/teacher conferences or for our upper grade students, Student Led Conferences. Additional supports, such as therapy, special education services, counseling, will be given remotely using Google Meets.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

The Homeless/Foster Youth Coordinator will work with those students and families to ensure they have equal access. The school will provide anything that they are lacking in order for those students to have equal access. This may include school supplies, a Chromebook, extra books, a bus pass, or food resources in connection with MCOE. The ELPAC Coordinator will coordinate service for all EL students. The EL students will receive extra language support and instruction.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

The Special Education Coordinator will ensure that all special education services are provided during remote instruction. The coordinator will provide the remote academic support for all students with IEP's using Google Meets. The coordinator will also coordinate other services such as speech therapy, counseling, occupational therapy, etc; either remotely or in person depending on the situation. The coordinator will maintain all IEP's and ensure services are being met..

English Learners (EL)

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

The linguistically and culturally rich curriculum at River Oak Charter School meshes very effectively with the new California ELD standards and provides students with daily, continuous opportunities to learn English and have access to content areas.

ROCS shares the goal of the California ELD Standards released in 2013 that states:

"English Learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English Learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and

text type.

ROCS will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Professional Learning

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

There are numerous resources for professional learning on remote instruction and assessment online. Administration will conduct training with staff during the 10 days leading up to the transition to remote learning. The teaching team and IT team will meet together to ensure that all teaching staff have the equipment and knowledge to conduct remote learning.

Well-Being and Support Services

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

The school contracts with Mendocino County Office of Education for its nurses and mental health professionals. It will continue to do that during all forms of learning. If needed, the school will contract with professionals who speak students' native languages. If the county does not have one, there are remote opportunities to do so, such as Presence Learning's Services.

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

The school would work with the City of Ukiah to assess if it can provide water and medicines in the event of an emergency. If the emergency takes place during school hours while students are on campus, staff will ensure all medicines are brought in the event of a relocation. The school would partner with our neighbors, the Senior Center and/or the Holy Trinity Church to obtain back up water sources.

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

Some support services, such as special education and counseling, will be done remotely or in person depending on the type of emergency. If the current school site is not available, the school will find other sites (such as our neighboring church site) or work with other nearby schools to collaborate services to provide after-school programs. If the school isn't able to obtain lunch from Willits Charter School, where we normally get our meals, we will then prepare our own lunches or order locally. Once our school's commercial kitchen is functioning, the school would then continue to make breakfast and lunch for its students. Families will pick up meals on site daily.

Site-Based Collaboration

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

The school developed this plan by consulting staff and its Charter document. Staff used its experience from the COVID-19 pandemic to develop this plan, as well as our experience running an Independent Study program.

Return to Site-Based Learning

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

The school site must be fully functioning and safe to reopen after a disruption. After a pandemic, the school will follow guidance from its local Mendocino County Office of Education and its chartering district, Ukiah Unified School District.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP:

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

This ICP will be reviewed, updated, and board approved by the June Board meeting and will be added to the school's Comprehensive School Safety Plan (CSSP).