

Comprehensive School Safety Plan

2025-26 School Year

School: Forest Ranch Charter School
CDS Code: 04-61424-0118042
District: Chico Unified School District
Address: 15815 Cedar Creek Road
Forest Ranch, CA 95942
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Approved by:

| Name | Title | Signature | Date |
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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE’s **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at www.forestranchcharter.org or in the FRCS front office.

Safety Plan Vision

All students have the right to a safe and supportive community of learners that helps them to maximize their learning potential.

At Forest Ranch Charter School we are proactive in our efforts to create a safe, healthy and enriching campus.



Components of the Comprehensive School Safety Plan (EC 32281)

Forest Ranch Charter School Safety Committee

Christia Marasco (Director/Safety Coord.), Taneesha Lutey (Office Manager, Parent), Teresa Amoroso (Parent, Aftercare Staff; Board Secretary), Janessa Sederquist; (Board Member and local peace officer); Michele Jimenez (Middle School Coordinator) (local Fire Station asked to review plan)

Assessment of School Safety

The School Safety Team meets quarterly, or more frequently as needed, to monitor campus safety and to develop a plan to resolve potentially unsafe situations. A thorough review of Law enforcement intervention and crime reports, Incident/Accident Reports, Behavior Tracking Program, Title 19 Fire Inspection, property loss, vandalism, and insurance reports, L-CAP planning meetings/input, parent/student survey data and any unsafe/hazardous condition reports is conducted to determine needs and concerns.

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

It is a priority at Forest Ranch Charter School that every student feel both physically and emotionally safe at school. It is our intention to work together with community, staff, and students to create a positive, enriching climate both in and out of the classroom. It is our goal to provide an orderly, caring, and non-discriminatory learning environment in which all students can feel comfortable and can take pride in our school and their achievements. At FRCS we encourage staff to teach students the meaning of equality, human dignity, and mutual respect, and to utilize cooperative learning strategies that foster positive interactions between students from diverse backgrounds.

a. School Grounds

FRCS is located in a rural community 15 miles east of Chico in the beginning of the Cascade Mountain Range. The school is an integral part of the Forest Ranch community and works in cooperation with nearby, businesses, neighbors of the school campus and community on issues or concerns regarding possible crimes and student attendance issues. Forest Ranch Charter School is alert to safety hazards, such as toxins or heavy traffic from HWY 32 and natural hazards such as the adjoining woods and animal life. The campus perimeter is secured with chain link fencing to minimize non-school hour criminal activity; however, there is a minimal access gate to permit community use of the playground area during non-school hours, thus allowing free access to the public when school is not in session. Adult supervision is provided during school hours, recess, and lunch times, as well as during stated before and after school times. Preventative maintenance and procedures for identification and repair of potential hazards are firmly in place.

b. Classroom/Communication

We utilize a multi-tiered Positive Behavioral Support and Intervention Program across campus to enhance learning and positive interaction between students and staff. Positive Behavior Support is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. We also emphasize Social Emotional Learning, including leadership and life skill dev., school-wide to enhance personal-social skill development, address self-esteem, self-identity, emotional development, student responsibility, social expectations, decision-making, effective communication, effective relationships and resolving conflicts without violence. Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff, and parents have a strong sense that what happens to the school "is my concern," and consider Forest Ranch Charter part of their community. Staff and parents are involved in decision making and policy formation.

There is a weekly mini newsletter/announcement that goes home to all the parents of Forest Ranch Charter. We also have One Call Now, email, school website and multiple social media outlets to enhance school to home communication. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff in responding more effectively to school security and safety classes. Curriculum and special programs are designed and modified to address issues relevant to our student population. Staff members receive in-service training to meet the ever-changing needs of our students and society.

SB 98 (Ed Code 32282 (a)(2)(N) Procedures for Immigration Enforcement Notification

Confirmation of Immigrant Enforcement Presence

Upon confirmation that immigration enforcement personnel are present on the school site, the Executive Director or Administrative Designee shall initiate the notification procedures outlined in this section.

Immigration enforcement includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Timing and Method of Notification

The director or designee shall notify parents and guardians of pupils, teachers, and other school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

- Timing of the notification should prioritize the physical safety and emotional well-being of pupils, employees, and community members.
- Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

c. Discipline

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Consequences for violating behavioral and academic expectations are fair, known to all and understood by students, staff and parents. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations and focus on the cause of problems, not only the symptoms. discipline is a developmental process, not merely a punitive reaction. We use a continuum of strategies for effectively managing/redirecting unwanted student behavior and implementing restorative justice. It is data driven and focuses on logical consequences and teaching developmentally appropriate behaviors. We focus on development of skills and prevention of negative behaviors through use of our school wide Positive Behavior Plan. Under prevention the following areas are addressed; school wide environment, family educations/support, strategies and supports for at risk students, faculty support and staff training.

d. Internal Security Procedures

School buildings and classrooms are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting manner. Decorations and storage recommendations follow the State Fire Marshal's guidelines. The School Safety Team meets quarterly or as needed to monitor campus safety and to develop a plan to resolve potentially unsafe situations. An emergency guide identifies procedures to follow during an emergency and is posted permanently in every room

e. Support Services

Community support agencies such as mental health, Far Northern Regional Center, child protective services and juvenile probation, assist in school matters when needed. They also coordinate with families as necessary to provide needed services to students and their families. These include, but are not limited to, child care, parenting classes, support groups, clothing and food.

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

Child Abuse Reporting Procedures

All FRCS support staff, faculty, and administration are mandated reporters and are required by law to report all known or suspected cases of child abuse or neglect. All staff are trained as required by CA law each year. School Personnel often play a critical role in the early detection of child abuse. Additionally, school administration reviews CA Mandated Reporter law and procedures at the beginning of each school year and intermittently throughout the year as needed. Employees are walked through the reporting process and supported in process when a request is made. It is crucial that school personnel not hesitate to report suspicious injuries or behavior because the immediate investigation of a law enforcement agency or welfare department may save a child from repeated abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Forest Ranch Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. FRCS's Crisis Response plan is shown in Appendix C and accomplishes the following:

1. Incorporates strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
2. Maps out specific evacuation procedures within the school building disaster plan.
3. Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
4. Identifies emergency response training and exercise opportunities for students and staff.

Adaptations for Students with Disabilities

All students with disabilities (requiring support/accommodations) will be listed on classroom rosters with accompanying support/accommodations. These lists will be kept where they can not be viewed by all to respect student's privacy and will only include necessary information to ensure their safety if they are separated from their regularly trained staff. If at all possible, students with disabilities will remain with their regularly scheduled, trained staff in an emergency to provide continuity of care.

Public Agency Use of School Buildings for Emergency Shelters

Forest Ranch Charter School is a designated emergency shelter for the American Red Cross. In addition, the Butte County Office of Emergency Management has designated FRCS as a public assembly point for fire. If we needed to evacuate to another location in Forest Ranch we would evacuate to the Forest Ranch Community Association 15807 Forest Ranch Road. If we needed to evacuate to Chico, we would relocate to CORE Butte Charter located at 2847 Notre Dame Blvd.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Forest Ranch Charter School has a very detailed suspension and expulsion policy. The entire policy (Board Policy #3050) can be found on our website under the Board Policies tab. This policy lays out grounds for suspension and expulsion as well as process and personnel responsible. In addition it discusses student, staff rights as well as detailed procedures for suspension, expulsion, complaint and due process.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers are trained annually in the summer surrounding FRCS Comprehensive Safety Plan including our Positive Behavioral Intervention and Support Program, accompanying disciplinary practices, suspension and expulsion procedures and access to student records. FRCS administration shall provide to its' teachers information on each pupil who has:(1) during the previous three school years, engaged in any suspendable or expellable act (E.C.48900 (h)) or (b) committed a crime reported to FRCS by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

(E) Sexual Harassment Policies (EC 212.6 [b])

FRCS has a detailed Uniform Complaint Policy that includes sexual harrasment available on line or in the main office by request. The policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, and enforcement regulations. All faculty/staff are trained annually in the identification of and reporting procedures for sexual harassment. In addition our suspension and expulsion policy covers consequences for student to student sexual harassment.

Any student who feels that he/she is being harassed should immediately contact the School Compliance Officer. The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director
Forest Ranch Charter School
15815 Cedar Creek Road
PO Box 5
Forest Ranch, CA 95942
530-891-3154

Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint. Employees who become aware of an act of harassment shall immediately report the incident to the School Director/Compliance Officer. Upon receiving a complaint of discrimination or harassment, the Director/Compliance Officer shall immediately investigate the complaint in accordance with school grievance procedures specified in BP 3040, Uniform Complaint Policy and Procedures. Where the Director/Compliance Officer finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Director/ Compliance Officer shall also advise the victim of any other remedies that may be available. The Compliance Officer shall refer the matter to law enforcement where required.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Middle School Dress Code

STUDENT DRESS CODE:

(Cal. Educ. Code §35183) Student dress has been shown to influence behavior and the learning environment. It is expected that all students shall wear clothes that are clean, appropriate, safe and not disruptive to the teaching and learning process.

- There should be adequate coverage of the body, which means that short-shorts, bathing suits, spaghetti straps, single-strap tops, low-cut tops, halter tops, tube tops, undershirts, bare midriffs/crop tops, sheer/lacy garments without a tank top underneath, pajamas, sagging pants, etc., are NOT considered adequate coverage. Undergarments of any kind should not be visible. Shoulder straps must be at least 1" wide.
- Shorts, skirts, and dresses with slits may be worn but must be of reasonable length that shall be defined as no shorter than the knuckles on the student's hand when the arm of the student is held straight down. On dresses with slits, the top of the slits must also conform to the length rule.
- Students should not wear clothing that can be hazardous to them in their school activities, such as lab work, physical education, and art. Grooming and dress which prevent the student from doing their best work because of restricted movement are discouraged, as are dress styles that create a disruption of classroom order.
- Footwear (shoes or sandals) must be worn at all times. Slippers are not appropriate footwear for school.
- Hats and headwear on our campus are viewed as protection from the sun during P.E. or outdoor activities. If wearing a hat during class time becomes a distraction it will be confiscated until the end of the day and that student will lose hat wearing privileges.
- Crude or vulgar lettering or printing, pictures depicting or encouraging drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, or that are sexually suggestive on shirts, sweatshirts, jackets, jewelry, or other wearing apparel are not acceptable.
- Sunglasses are not to be worn in classrooms.
- Students will be participating in P.E. daily. They are required to wear tennis/running shoes during P.E. activities. Students must wear their tennis/running shoes to school or bring a pair to change into. They may keep this pair of shoes in their locker. Make sure to include a couple pairs of socks too!
- P.E. clothes are not to be worn in other classes, except for tennis shoes.

Students and parents are expected to comply with dress standards as they have been established to promote safety and a positive educational environment. Noncompliance by students will result in a possible wardrobe change/conference/disciplinary action.

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

At FRCS we have multiple procedures in place for the safe ingress and egress of school employees, parents, and students including procedures for student drop off, pick up, and early release. In addition to our typical procedures we have added multiple new procedures in line with our Covid health and Safety Policy. The additional procedures relate to wellness checks, sanitizing and masking procedures put in place to reduce risk of campus exposure to Covid-19. In addition, all emergency exits are clearly marked and children routinely practice safe procedures for exiting and entering both the school buildings and the school bus. Our School will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas.

To achieve this goal, the school works closely with local law enforcement agencies and other community groups to ensure that the school's immediate community is safe. A large majority of students arrive and leave school in private vehicles. Students should wait for parents to pull up to the loading zone or have their parent/teacher walk them to the car.

A map showing emergency evacuation procedures can be found in Appendix C.

a. Student Pick Up Procedures

For the safety of your children, students will only be released to their parents unless permission is otherwise granted. Any child not going to his/her regular after-school location must have a note indicating where he/she is supposed to go. A note or call is also necessary if you are picking up a child who usually rides the bus. Students may walk or ride their bicycles to and from school after written permission is given to the office.

While FRCS is always concerned about the safety of your children, we can only assume responsibility for students on school property during school hours unless they are participating in a school event or enrolled in the After Care Program. Students who wish to use the playground after school may do so, but they must first leave the school grounds. When they return, they are no longer the school's responsibility.

b. Emergency Closure Procedures

Forest Ranch Charter School Board authorizes the Director or designee to close school or delay the opening in the event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or school property.

We have a one call automated alert system and an established phone tree system that will immediately be put in place once a course of action has been determined. When possible, FRCS will notify local TV and radio stations and post information on the school website. Every attempt will be made to provide notification as early as possible in the case of school closure.

c. Visitor/Volunteer Policy

Forest Ranch Charter has a detailed visitor/volunteer policy that can be found in the main office or the Board Policies section of our website. This policy contains detailed procedures that direct the flow of parents/volunteers/visitors on campus. Volunteers/Visitors must sign in at the office when coming to school during school hours.

d. Notification of Immigration Enforcement agents on campus

Student information and classrooms are protected from immigration enforcement access without a judicial warrant or a court order. Families will be notified if immigration is on campus through our Constant Contact and One Call systems if the need should arise.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Increase activities that promote student sense of self reliance as well as work toward all adults on campus supporting increased student leadership and self regulation.

Component:

COMPONENT 1 People and Programs, The Social Climate, Create a "caring and connected" school climate

We have a multi-tiered Positive Behavioral Intervention and Support Plan that drives practices across campus to enhance learning and positive interaction between students and staff. Positive Behavioral Intervention and Support is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. We also emphasize Social/Emotional Learning, including leadership, wellness, and life skill development school wide to enhance personal-social skill development, address self-esteem, self-identity, emotional development, student responsibility, social expectations, decision-making, effective communication, effective relationships and resolving conflicts without violence. We actively use Restorative Justice practices. Students, parents, teachers and the community are encouraged to be involved in goal setting , curriculum planning and other safe school activities. Students, staff, and parents have a strong sense that what happens to the school "is my concern," and consider Forest Ranch Charter part of their community. Staff and parents are involved in decision making and policy formation. There is a weekly mini newsletter/announcements that goes home to all the parents of Forest Ranch Charter. We also have a one call school communication service, voicemail, email and website to enhance school to home communication. Community support agencies such as mental health, child protective services and juvenile probation assist in school matters when needed. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff in responding more effectively to school security and safety classes. Curriculum and special programs are designed and modified to address issues relevant to our student population. Staff members receive in-service training to meet the ever-changing needs of our students and society.

Element:

School Positive Behavior and Intervention Support Program - Increase efficiency and effectiveness of campus-wide PBIS program to provide a safe, caring environment for all learners

Opportunity for Improvement:

Increase percentage of staff trained in multi-tiered PBIS to support students social emotional, academic growth and decrease student behavioral referrals; Provide more group and individual counseling, training, support to students to improve student social skills and decrease negative student behaviors

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--|--|--|
| <p>Improve Faculty/Staff understanding and delivery of PBIS procedures.</p> | <ol style="list-style-type: none"> Continue to provide regular training to faculty, staff, volunteers, and parents in PBIS. Provide more advanced training to faculty, staff and volunteers in Tier2 and Tier3 strategies. Choose one target goal and track improvement across campus. Adults on campus will all work to improve modeling of regulated behavior and supporting students in this as well. All staff will consistently demonstrate use of CASEL's 3 signature strategies in all student settings | <ol style="list-style-type: none"> Faculty/Staff peer support team School Director County Office/CA MTSS training opportunities | <p>School Director: Christia Marasco</p> | <p>Training Logs; Track % of regular and substitute staffing trained self evaluation data on target behavior</p> |
| <p>Improve student use of LifeSkills/social skills and overall student psychological wellness</p> | <ol style="list-style-type: none"> Continue rewards recognition system based on LifeSkills program. Hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development Hold monthly Elementary Town Hall meetings surrounding LifeSkill/climate | <ol style="list-style-type: none"> Parent/Student Survey information Faculty/Staff needs observations Various on-line wellness resources County Office/Mental Health resource materials School Director | <p>School Director: Christia Marasco Middle School Coord.: Michele Jimenez Elementary Assembly Leader: Katrina Stearns</p> | <p>Log of Monthly LifeSkill Awards Town Hall Meeting Logs</p> |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|---|---|
| <p>Improve "overall" wellness, academics, and behavioral choices for individual students identified at risk.</p> | <p>1. Provide increased social support to cohorts of students identified as in need, through either one to one counseling/skill development or social skill development groups</p> <p>2. Include weekly use of SEL program; Mind yeti or other Second Step program all grades</p> <p>3. Work with team to continue improvements and assess progress of Middle School Wellness Programs</p> | <p>1. ERMHs counselor/School Counselor</p> <p>2. Services through Butte County Mental Health</p> <p>3. CUSD school psychologist</p> <p>4. CUSD speech therapist</p> <p>5. CUSD resource teacher</p> <p>6. County Office resource/training opportunities</p> <p>7. School Director</p> | <p>CUSD School Psychologist/Resource</p> <p>School Counselor</p> <p>School Director</p> | <p>Track number of students receiving formal services, behavior plans, CUSD team support, Track classroom implementation minutes per week</p> |
| <p>Continue to implement computerized tracking of behavioral referrals</p> | <p>1. Train and remind faculty/support staff to record referrals</p> <p>2. Put referrals into system at least once per trimester</p> | <p>1. computerized tracking system for referrals</p> | <p>School Director: Christia Marasco</p> <p>Office Manager: Taneesha Lutey</p> | <p>Check percentage of referrals being turned in off reports of negative behaviors; track percentage of referrals in computer.</p> |
| <p>Continue use of new Second Step and other Mindfulness and SEL materials for K-5 teachers to support classroom Life Skill Program and overall Student well being.</p> | <p>1. Renew subscription to Mind Yeti/Inner Explorer and offer alternative materials for mindfulness training as needed.</p> <p>2. Provide push in support to teachers in need monthly on classroom implementation and how to increase student engagement</p> | <p>Second Step/Inner Explorer</p> <p>Mind Yeti</p> <p>School Director</p> <p>counselors or School Psychologist</p> | <p>School Director: Christia Marasco</p> <p>MTSS Elementary Lead: Lisa Sellu</p> <p>MTSS Middle School Coordinator: Michele Jimenez</p> | <p>Receipts of purchase</p> <p>Log of support sessions</p> |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|---|--|---|---|
| Continue to work with parents, students, and teachers to make improvements to Middle School Wellness program | <p>1. Have multiple meetings with interested Wellness Committee members and other stakeholders to review and improve current offerings.</p> <p>2. Add item to family and student surveys to access progress and satisfaction.</p> | <p>Wellness Curriculum</p> <p>School Director</p> <p>School Nurse</p> <p>School Psychologist</p> | <p>School Director: Christia Marasco</p> <p>Middle School Teachers: Michele Jimenez</p> | <p>Meeting Sign Ins and Minutes</p> <p>Family and Student Survey Data</p> |

Goal

Component:

COMPONENT 2: Place, The Physical Environment

Create a positive physical environment that communicates respect for learning and for individuals.

Element:

Physical Grounds: To provide a school environment where students, staff, parents, and community feel safe.

Opportunity for Improvement:

Increase environmental stewardship and campus beautification activities; continue to repair damaged areas on campus as need arises

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|------------|--------------|-----------|-------------|------------|

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--|--|---|
| safe, physical setting for children | <p>1. School Safety Team will meet quarterly and revise information on an as needed basis. 2. Physical conditions that could lead to accidental harm (damaged fences, lights, broken glass, etc.) will be corrected and reported to the office manager and facilities secretary. 3. All buildings, grounds, and classrooms will be adequately maintained. 4. Standard incident reporting procedures are used. 5. Require visitors to register in the office before going onto campus. 6. Continued collaboration with the Butte County Deputy Sheriff who counsels the community on ways to keep students safe before and after school. Sheriff to visit with students/provide education, support at least monthly. 6. Live Scan and DMV Pull for all staff drivers</p> | Facilities service people as needed. local fire and police personnel | School Director: Christia Marasco Office Manager: Taneesha Lutey Facilities Support: | <p>Monthly facilities checklist, unsafe conditions reports and work order forms</p> <p>Title 19 Fire Inspection data</p> <p>DOJ Live Scan list and DMV records as well as checklist of all volunteers and drivers participation</p> |
| increase environmental stewardship and campus beautification activities | <p>1. The Forest Ranch School staff, students, parents and community will be encouraged to support and participate in school beautification projects. 2. A school recycling program will be established and maintained. 3. A community garden project under the leadership of teachers/Nutrition/garden staff will promote a healthy awareness of the origin of food and nutritional issues.</p> | CSUC sustainability program local recycling groups OEFA Teachers Cafeteria/Garden Support | Teachers Grounds/Garden Support: | track # of projects and teacher's self evaluation measures throughout the year |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|---|------------------|--|
| Create a short and long term Fire Clearance Plan | 1. Wild Fire Risk and Assessment - outside agency/Charter Safe 2. Discuss Recommendations and Create short and long term plans with FRCS Board 3. Reach out to county and CUSD resources to gain assistance with implementing plan as possible 4. Approve and budget for annual work that is not covered by other resources | County emergency/fire services County office of Education CUSD FR Fire Safe Council Red Cross ? Community Volunteers | Christia Marasco | Insurance write ups, Progress reports to board, receipts for services rendered, volunteer logs |

Goal

Component:

COMPONENT 3 Procedures
 Create a understanding of safety programs and implementation of procedures.

Element:

Staff Training and Implementation of Procedures

Opportunity for Improvement:

To increase student and staff awareness of emergency procedures,including new safety procedures.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
|------------|--------------|-----------|-------------|------------|

| | | | | |
|---|---|--|---|---|
| <p>By Dec. 1, 2026 or within 30 days of new hire all employees will be fully trained in all safety procedures. All new employees will be trained in illness related health and safety guidelines as soon as they start on campus.</p> | <p>1. Update staff in disaster preparedness. Periodic emergency response drills for students and staff. Staff to review emergency procedures with students on a regular basis.</p> <p>2. Training and planning in disaster preparedness (Lock Down) for Forest Ranch Site Response Team, staff and volunteers.</p> <p>3. Initial and continued training with Injury Illness Prevention Program & all school's Safety Procedures</p> <p>4. Annual Transportation Drill</p> <p>5. Annual simulation drill for Lock Down response, with school, public safety, and parents. Annual simulation should include practice with transport.</p> <p>5. Safety programs and implementation of procedures including follow through and check-up on visitor/student release procedures and new Lock Down documentation should be reviewed regularly. One of the Lock Down Drills will include an Active Shooter simulation with families being notified ahead of time.</p> | <p>CDE, CUSD and County training materials</p> | <p>Safety Coordinator: Christia Marasco</p> <p>Office Manager: Taneesha Lutey</p> <p>Business Coordinator - Monica Rogers</p> | <p>Training Logs Drill Logs At the end of each school year we will have a site meeting to evaluate obtainment of our goals. At the same time, we will assess, revise or make additions to the plan as needed.</p> |
|---|---|--|---|---|

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

Forest Ranch Charter School Student Conduct Code

a. Guidelines (Rules):

Forest Ranch Charter School has four basic school rules. They are: BE SAFE, BE KIND, TELL THE TRUTH, and TAKE RESPONSIBILITY FOR YOUR OWN ACTIONS. We review these rules frequently and use these to guide adult direction and support for students on the yard and in the classroom. Teachers will also have the responsibility of developing routines and procedures, both in their classrooms and on school grounds, which will encourage students to follow the basic school rules. School employees and volunteers will help promote these rules by modeling them at all times.

b. Specific(Rules):

1. Forest Ranch Charter School is a healthy environment and is therefore a tobacco, alcohol, drug, weapons and violence free school.

- Inappropriate use of electronic devices on campus is prohibited.
- Students take pride in their school by keeping the grounds, building, and facilities free from

litter, damage, theft, or vandalism.

* A complete list of playground rules is available in the front office.

c. Behavioral Expectations

Students and staff feel physically and psychologically secure from physical or verbal attacks. The dignity and heritage of each person is affirmed and respected. Students and staff are concerned about what happens to each other. Students and staff accept ownership and responsibility for what happens at school. Expectations are clearly stated and known to everyone. Rules are realistic, practical, fair and consistently enforced. The entire school community participates in developing behavioral expectations. The school models high moral standards, sends positive messages to students and shows that the school/community expects the best effort and performance from everyone. Learning and productivity are valued and success is encouraged of both students and staff.

Conduct Code Procedures

a. Continuum for Discouraging Problematic Student Behaviors

While we work hard to head off inappropriate behavior through prevention and teaching, there are times when consequences are necessary to protect the student and those around him/her. Whenever possible, we use positive strategies and then logical or natural consequences. Each child and situation is unique, therefore, we implement and train our staff to utilize a range of consequences appropriate to individual situations.

b. Our Intervention Continuum is as follows:

Cool Down/Redirection Examples:

- Removing the student from the group within the room, outside the room, or in another classroom provides this cooling down period.
- Having the student take a short break/walk or visit the office can provide the same cooling down time
- Each classroom is equipped with a cool down area where the teacher may recommend or the child may elect to go for a “break” or “cool down”

Level 1 Infractions & Consequence Examples:

Delivered for minor infractions in which a warning was not effective.

- Time away from the activity until compliance can be demonstrated
- Fix it ticket is written and given to the student
- Review of “social stories”; role play appropriate behavior
- Referral to office for problem solving
- The student is asked to write a note of apology

- The student may be asked to participate in community service at recess

Level 2 Infractions & Consequence Examples:

Possible infractions might include repeated offenses of name calling or exclusionary behavior, open defiance, breaking rules, repeated disruption of class, etc.

- Fix it ticket is written and given to the student
- A letter may be sent home
- A call home may be made to discuss the problem with parents/guardians
- Loss of privilege for a period of time or loss of recess
- Completing a learning module on appropriate behavior and preparing a written improvement plan

Level 3 Infractions & Consequence Examples:

These are more serious infractions and will involve the teacher, director and student’s family. Level three consequences would apply to harassment, any behavior that has been nonresponsive to other interventions, or behavior that could be dangerous to the student or others.

- Parent conference
- Students with repeated, severe behavioral issues may require support through a formal Behavior Intervention Plan (BIP)
- In-school suspension
- Actual suspension and a follow up behavior plan/contract
- Expulsion may be considered or utilized. Some students adopt behaviors that are so

chronically disruptive or dangerous that they can no longer participate in an educational environment and have to be removed for their well being and/or the well being of others.

NOTE: All suspensions and expulsions will be handled in accordance with the school’s policy for suspension and expulsion, (see Board Policy 3050 at www.forestranchcharter.org or ask the office for a paper copy).

(K) Hate Crime Reporting Procedures and Policies

Forest Ranch Charter includes hate crimes as part of our Uniform Complaint Procedures and Policy (BP 3040) and also discusses consequences for student lead hate crimes under our Suspension and Expulsion Policy (BP3050). Anyone who witnesses or even suspects a hate crime has taken place is encouraged to report it immediately to the School Director so appropriate actions can be taken.

(J) Procedures to Prepare for Active Shooters

Forest Ranch Charter utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes lockdown drills, focusing on:

- Locking doors
- Covering windows
- Identifying safe areas
- Testing communication systems
- High Intensity Drills

Forest Ranch Charter does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance
- Use of real weapons, blanks, or explosions
- Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, Forest Ranch Charter ensures:
Drills are age-appropriate and developed with guidance from school-based mental health professionals.
Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
Drills are announced immediately before and after completion
Notification is sent to parents once the drill concludes.

Procedures for Preventing Acts of Bullying and Cyber-bullying

FRCS desires to provide an orderly, caring and nondiscriminatory learning environment and specifically prohibits acts of bullying. FRCS' Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying is expected of administration, faculty, staff, parents, students and volunteers to provide positive examples for student behavior.

Bullying is defined as unwanted, repeated aggressive behavior among students that involves a real or perceived power imbalance. It includes physical, verbal, social, and cyberbullying—such as hitting, threats, spreading rumors, or online harassment—designed to intentionally cause harm, fear, or humiliation to the victim.

Students shall be assured that they need not endure, for any reason, bullying behavior, including electronic or cyber bullying, which impairs the educational environment or a student's emotional well-being. Bullying is a comprehensive term that describes conduct that meets all of the following criteria:

- is directed at one or more persons;
- substantially interferes with educational opportunities, benefits, or programs of one or more students;
- adversely affects the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress;
- is based on a student's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics;
- involves an imbalance of power or strength; and
- involves a pattern of behavior repeated over time

Electronic bullying or cyber bullying is the use of electronic communication technology such as, but not limited to, e-mail, instant messages, text messages, mobile phones, and web sites, to send or post messages or images to embarrass, humiliate, spread rumors, threaten or intimate. Sending sexually explicit images electronically, even consensually, may be considered as distribution of child pornography, and is to be referred to district security and/or law enforcement.

FRCS prohibits bystander support of bullying as it can encourage and/or reinforce the behavior. Bystander support may be active actions such as, but not limited to, laughter or calling attention

to the situation; or through passive actions such as, but not limited to, watching the situation and doing nothing. Staff should therefore support students who walk away from bullying when they see the acts occurring, who constructively attempt to stop such acts, or who report the acts to a designated authority.

FRCS' Board requires school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits acts of harassment or bullying. Staff should provide services or supports to students who engage in acts of bullying and/or harassment to educate them on the impact of these behaviors on others. The Executive Director and Lead Teachers should ensure that appropriate services or supports are provided to students who report being victims of bullying or harassment.

The Board requires the Director and/or the Director's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Director or the Director's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Board requires the director and/or the director's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the director and/or the director's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. Depending upon the extent and complexity of the investigation, within a reasonable period of time (approximately one week) after receiving the complaint, the director or designee shall determine whether or not the student who complained was bullied against and/or harassed. The Board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying whether it takes place on or off school property, electronically, at any school-sponsored function, in a school vehicle, or by students, family members or staff. The Executive Director shall develop an annual process for discussing the school district policy on bullying with students and staff.

FRCS shall incorporate information regarding the policy on bullying into each school employee training program and handbook.

Opioid Prevention and Life-Saving Response Procedures

Pupils aged 12 or older may:

Carry and administer naloxone hydrochloride or another opioid antagonist.

Provide emergency treatment for suspected opioid overdoses while on school sites or participating in school activities.

Section 49414.35 of the Education Code

Staff are trained through the required CPR class in the delivery of naloxone and it is kept in our nurse's office for use if needed.

Sudden Cardiac Arrest - ED Code 32282 (a)(2)(M)

In the event of an unresponsive individual:

1. Staff will notify the front office to call 9-1-1 immediately.
2. The front office will:

Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).

Announce a school-wide emergency "STAY" message with the emergency details.

Direct staff to meet and guide emergency personnel.

Notify the parents if the unresponsive individual is a student.

AED Availability

Forest Ranch Charter is in the main office on the counter in the nurse's room. It is visible and easily accessible to all. Annually the principal will inform students in grades 6-9th of the AED's location. AED's are inspected as required.

CPR and AED Training

Forest Ranch Charter's training meets the current standards set by the American Heart Association and is provided by outside agencies. CPR/AED training is mandated for most staff. We are working to provide CPR and First Aid training to Middle School students in the upcoming school year.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

see attached document

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on June and adopted by Forest Ranch Charter School on June 24, 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, Forest Ranch Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

FRCS has evacuated and closed school for many reasons and usually is able to communicate within hours of any emergency or challenging conditions. Additionally, we provide frequent updates and have a wide range of communication methods.

Methods of Two-Way Communication

Methods for two-way engagement.

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

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

We currently have One Call as part of our Student Information System. We keep this current and use this first for most unforeseen event or emergency communications. We also use Class Dojo and Constant Contact for day to day updates and as an additional source of communication for emergency or unforeseen events. We use Facebook and Instagram for events and to share public information.

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.

Currently, during a power outage, weather event or other emergent situation we use a combination of strategies to communicate. First, we put out a short message from our Student Information System (One Call). This can text, e-mail and call families. Next, we either put in a phone call to a staff phone tree to get detailed messages and actions happening or move straight to Class Dojo if this is not needed. The phone tree is rarely used for families anymore as the automated system works well for most unforeseen events. The only time we would use a phone tree for families is if we needed a response or the message needed to be more individualized (maybe potential bus issue). Teachers are then asked to contact their families individually. This is followed by Class Dojo or social media posts and phone calls to the county, CUSD, and/or local news if necessary.

Support for Unique Needs

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

Forest Ranch Charter already has a strong system of family and student support in place to enable us to better serve our families during emergencies. We focus on family centered practices that are culturally sensitive and trauma informed; we utilize a positive behavioral intervention and support framework that encourages strong relationships with others and consistent procedures to support learning of positive skills. We also connect frequently with families and encourage active listening and proactive communication. We utilize a multiple tiered system of supports and have a range of supports and services we provide to both families and employees to promote overall well being and SEL skill development. Additionally, we are a small school and operate with a case management model where families are paired with admin and various teachers that follow their student from TK to 8th grade to provide greater continuity of services. As we have provided remote and hybrid instruction multiple times in the past, we spent much time reflected on what worked and didn't work in our community. In an emergency situation we look to group as well as

individual/unique services from the beginning; planning for the array of students and families we serve, we then survey needs

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Currently, FRCS has a whole school back up generator as well as access to air scrubbers, procedures for water challenges and reduced kitchen access. We are well versed in Emergency Management procedures and will make sure campus is safe and functioning in each of the above areas or an acceptable alternative has been found before re-opening. If these conditions can't be met we have two alternate locations in Forest Ranch and have an evacuation arrangement with another charter school (CORE Butte) in Chico that may be available for short term relocation.

Remote Instruction

Plans for remote instruction.

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

As our school has a very diverse range of family situations and levels of internet access, FRCS will provide multiple options for students and families. In line with our family centered philosophy, teachers will work with parents to create a positive home learning environment and set goals for student growth. All teachers will provide a daily schedule that includes both synchronous and asynchronous instruction. Synchronous instruction will occur via Zoom with scheduled whole class lessons and small group instruction. Teachers will also provide virtual tutoring sessions, parent trainings and office hours. Asynchronous learning activities will be provided with and without technology. Students will use digital versions of their current text books and on-line programs like

i-Ready, Flocabulary, RAZ kids, Kahn Academy, Ed Genuity, and Savaas Elevate to learn standards. In addition, classes will use Google Classroom and Class Dojo to post assignments, communicate expectations and build community. If unable to access internet or at request, paper packets will be provided. Physical text books will be distributed for classes that use text based curriculum. All instruction provided will be in line with our current short and long term Independent Study policies and applicable CA state law.

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.

As stated above Google Classroom and Class Dojo will be used to post assignments and an array of digital resources will be available for student use. Physical text books and other learning materials will be available for pick up at school (if campus can be utilized). If not, a back up arrangement will be made and communicated to families via multiple forms of messaging (One Call, Class Dojo, Constant Contact). If parents do not have internet access, they will be informed of necessary information through phone calls and potentially texts. Paper instructional materials will be available by request and pick up arrangements will be relayed to families. Currently, CORE Butte Charter is our evacuation site should an emergency arise. They are located at 2847 Notre Dame Blvd.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

As stated above Google Classroom and Class Dojo will be used to post assignments and an array of digital resources will be available for student use. Physical text books and other learning materials will be available for pick up at school (if campus can be utilized). If not, a back up arrangement will be made and communicated to families via multiple forms of messaging (One Call, Class Dojo, Constant Contact). If parents do not have internet access, they will be informed of necessary information through phone calls and potentially texts. Paper Packets will be available by request and pick up arrangements will be relayed to families. Currently, CORE Butte Charter is our evacuation site should an emergency arise. They are located at 2847 Notre Dame Blvd.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

FRCS coordinates with CUSD (our authorizing district) and Butte County Office of Education keeping them apprised of challenges/emergencies that affect FRCS and asking for support as appropriate and needed. Additionally, FRCS is involved and meets regularly with local charter leaders. The charter leaders of Butte County have a long history of solid communication and supporting each other in emergency situations. These connections and resources will be used, if necessary, to support the temporary or permanent reassignment of students under emergency circumstances.

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.

Initial communication is through our Student Information System (One Call), Class Dojo and potentially social media (dependent on incident). After this a variety of communication channels will be used to relay regular information to families including our school newsletter, teacher class communication venues (web page, Google Classroom, e-mail, etc.), our web site, social media etc. We would also have regular in person (at an alternate location if necessary) or on-line (Zoom) meetings if possible to keep people apprised of the evolving situation, answer questions, provide support and allow for discussion and stakeholder feedback. All serious deadlines or changes will be reported through whole school channels like One Call, Constant Contact and Dojo, with intermittent phone calls and connections to make sure everyone is accounted for and receiving communications. Teachers/Support Staff will communicate with IS students daily and hold regular parent meetings to provide support, gather information and report progress.

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.

All students in 1-8th grades have been given Chrome Books and head sets. All TK and K students have access to either tablets or Chrome Books and head sets. All devices are loaded with Google Suite activities and are protected by Go Guardian. All students have an educational Google Account and have access to tech support during school hours. Families will be provided with the Independent Study Master Agreement and policies at the beginning of each school year. They will also complete a short survey regarding connectivity when filling out Back to School materials. Teachers currently use Google Classroom and also Class Dojo to communicate with students/parents. K-8th teachers use i-Ready and many other digital resources/curriculum with their students. They also have access to Zoom meeting as needed. Families that will benefit from hot spots will be provided as needed if a closure situation occurs. FRCS has a small group of students who have very limited to no connectivity. We have used the the school parking lot in the past to provide internet access. We have also used packets with phone (or in person) check ins/tutoring.

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.

All students (TK - 8th) will have synchronous class sessions daily, with length and frequency of session increasing based on developmental needs (e.g., Middle School a session per subject, K two shorter sessions a day). Roll will be taken at each live class session and students are contacted if they are not present. We will utilize alternates such as; dial in to Zoom and short check in, phone call check ins, participation in an on-site small group, if a student can't participate regularly in synchronous sessions. Student work will be distributed and collected on campus (alternate operating site) or by requested delivery/pick up for paper materials and kits or digitally through Google Classroom or potentially through e-mailed photos or recordings. Teachers will collect and grade assignments, establishing credit based on our Independent Study procedures. Teachers and other staff in contact with students will keep notes on student and family well-being or any particular concerns and have or will be trained to ask for support from either the attendance team, school administration or psychologist dependent on issue. Increased levels of intervention/support/referrals to outside services will be provided as needed. Teachers/Office Staff will be available during regularly scheduled school hours and each teacher will have regularly scheduled virtual office hours and tutoring multiple times a week.

FRCS will utilize a well-established, systematic cycle of assessments that include initial screenings, formative and summative assessments. Teachers will also focus on training students to self-monitor and self-assess as they are learning. They will make sure students are aware of what standards they are learning and continue to train students in metacognitive practices so students are more aware of their own unique learning style. Assessment will occur in short, one on one or small group synchronous sessions with students in TK-3rd grades and with others that are struggling in reading. Parents will be trained to assist when needed. Teachers in 1-3 assess students in language development and basic math skills. For reading they are continuing to use benchmark passages with running records, BPST, high frequency word inventories, retelling rubrics and comprehension quick checks. Kindergarten is delivering 1/1 benchmark assessments in ELA, math, gross and fine motor with parent support through Zoom. All classrooms will use a range of formative and summative digital and print materials throughout their live sessions and during asynchronous learning to check for understanding and determine student needs. Wellness and learning will be prioritized over validity of assessments and parents will be trained in how to support assessment at home. For formative assessment teachers will rotate a few digital tools such as Flipgrid, Kahoot, Quizlet, and the icons and chat features on Zoom. Off line they will have many checks built in to the student work. i-Ready will be delivered toward the beginning of the year (giving them a little time to get warmed up and comfortable), when they return to the physical school site or mid-year depending on timing and again at the end of the year. In addition, summative assessments will be used at the end of units to determine what students have learned. These will be standard type quizzes and exams (designed for digital delivery) as well as performance tasks that can be completed at home. At times, conversations or short student lead presentations will be used to determine student learning. CAASPP materials/testing will also be used throughout the year and compared with i-Ready scores. SPED and English Language Learners will be assessed in person whenever possible with the initial and summative EL PAC being delivered in person or remotely as needed. In addition, teachers will meet regularly with EL students one on one or in small groups via Zoom to deliver instruction and assess progress. Results of multiple measures will be analyzed at the school and class level regularly to determine grade level, small cohort and individual needs. Administration will meet with teachers individually to make class, small cohort and student plans for improvement including further assessment and additional intervention plans

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.

We will start with detailed assessment or review of recent assessments which is laid out in the previous section. Additionally, we will survey families regularly to make sure we are aware of and supportive of current challenges they may be facing (sometimes our families become homeless during an emergency or family situations escalate and outside (foster) care may become necessary. Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

English learners - During remote instruction EL students will continue to be an integral part of the classroom, neither conceptually or physically separated from the rest of the class. However, additional time for support will be made available through teacher office hours and tutoring sessions and customized services will be provided during small breakout groups as the teacher is working with other small groups of students. During this time teachers will frontload key vocabulary and concepts, integrate strategic scaffolds, engage in multiple modes of instruction within the classroom, naturally allowing for multiple modes of input and output, providing students with real-world applications and built-in visuals to contextualize new learning. Teachers will continue to provide integrated ELD, opportunities for listening and speaking, promoting engagement and access through frequent check ins and additional support as needed. They will utilize existing materials in their curriculum to provide designated supplemental lessons as needed to support individual students. They will also use programs such as Lexia English to provide daily targeted instruction.

Pupils with exceptional needs served across the full continuum of placements – Many universal supports will be put in place to ensure students have adequate access to materials and to not single out challenged student groups. Some of these include providing Chrome Books (1-8), tablets (TK-K), science, art and other hands-on learning material kits to all, providing digital and paper texts, lending library of books, games and educational materials, free meals to children 18 and under and weekly parent training/support meetings. For all in need we will provide hot spots and other support with connectivity; daily wellness and support check ins; outside home visits; individual parent training; additional one/one and small group virtual or phone tutoring; assigned our independent study or other teacher support to families with multiple students that need a more streamlined program, and will supply extra materials, including paper, school supplies and learning support activities.

For SPED students, FRCS will work with CUSD staff to communicate IEP goals; continue virtual or modified RSP, speech, and other services; assess students, in person when possible; conduct virtual IEP meetings, and continue to set progress monitoring goals.

For students with 504 plans, FRCS will continue to deliver needed modifications and meetings virtually and teachers check in with students and families to modify plans to meet changing needs.

Pupils in foster care – FRCS administration and teachers will reach out to individual foster families to assess increased needs during remote instruction and will maintain connections with BCOE Foster Youth and McKinney-Vento leads and other county services so that additional supports/resources can be offered if needed. In addition, all of the supports outlined in the universal support section above will be made available to our foster families and regular check ins are conducted to assess changing needs of the families and students.

Pupils who are experiencing homelessness - connections with BCOE Foster Youth and McKinney-Vento leads and other county services - Currently FRCS only has one family that is still doubled up after the Park Fire and meets this designation. We keep in touch and offer the aforementioned services and other supports as needed. In the past, when we had homeless families an array of services supports were offered including significant support with transportation. As with foster students, we will keep in touch to support families experiencing homelessness during remote instruction. We will also survey families to determine shelter/housing issues if the circumstances behind the remote instruction (fire, storm damage, etc.) are likely to lead to homelessness.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

FRCS is a school of CUSD for SPED purposes, however we will continue all services outlined in the IEP with meetings held if any modifications need to be made. Meetings will be held remotely or at an alternate location if the FRCS site is compromised. For IEP students, FRCS will work with CUSD staff to communicate IEP goals; continue virtual or modified RSP, speech, and other services; assess students, in person when possible; conduct virtual IEP meetings, and continue to set progress monitoring goals.

English Learners (EL)

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

During remote instruction EL students will continue to be an integral part of the classroom, neither conceptually or physically separated from the rest of the class. However, additional time for support will be made available through teacher office hours and tutoring sessions and customized services will be provided during small breakout groups as the teacher is working with other small groups of students. During this time teachers will frontload key vocabulary and concepts, integrate strategic scaffolds, engage in multiple modes of instruction within the classroom, naturally allowing for multiple modes of input and output, providing students with real-world applications and built-in visuals to contextualize new learning. Teachers will continue to provide integrated ELD, opportunities for listening and speaking, promoting engagement and access through frequent check ins and additional support as needed. They will utilize existing materials in their curriculum to provide designated supplemental lessons as needed to support individual students. They will also use programs such as Lexia English to provide daily targeted instruction.

Professional Learning

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

In order to support our staff in high quality implementation of remote instruction, Forest Ranch Charter has and will provide access to a range of professional development opportunities and will work with teachers to create an Individualized Training and Support Plan to support them in remote instruction and hybrid delivery models. We have learned that a primary focus is on nurturing and supporting strong staff relationships and encouraging staff to reach out and collaborate with administration and each other to support emotional well being during these challenging times. In addition, FRCS will focus on discussing which current resources/trainings and practices will support delivery of remote instruction and if the need for remote instruction arises we will provide many supports to educators to allow their focus to remain on student learning and personal well-being. We have done this successfully a few times before. Throughout the spring and summer teachers receive training to develop their class rooms, including on-line learning and work toward their ITSP and school goals.. Many of these trainings address areas that would be beneficial should the need arise for remote or hybrid instruction.

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.

Currently we have a school counselor that comes weekly. We also have a school psychologist, nurse, OT and Speech Therapist that provide an array of services for our school. In addition, we work closely with community and county organizations that provide support services for families. In past emergencies we have continued to use these resources to support families. We have also worked closely with the county office of education and county emergency services to keep informed of the situation and aware of what supports and services were available for our students and their families. We also have, and will again if necessary, post resources and updates on our website and social media; have regular in person, or on-line, update meetings to keep staff and families apprised of physical and mental health services; as well as work individually with students and families to assist in accessing services. At this time, we have one full time staff member who is bilingual and able to assist with translation in Spanish if necessary. We also can refer families to county resources in multiple languages.

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

We have a back up whole school generator that automatically switches over during power loss. We regularly service and make sure diesel tank is filled. We have our own water system that is checked regularly and have contingency plans for water issues. The school is a high priority area for the community in an emergency as FRCS is the Red Cross Evacuation shelter. Our school nurse's office has student medications with appropriate documentation. We also have basic first aid materials, an epi pen, a few basic medications, an AED and Narcan. Beyond that we would need to rely on our local medical professionals and Fire to provide support on site if needed.

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.

In an emergency FRCS would offer services on-line, at alternate sites or a hybrid combination if needed. We currently receive SPED services through our authorizing entity (CUSD). In an emergency school leaders (Executive Director, Middle School Coordinator, Elementary Lead Teacher), Program leads (Office Manager, Nutrition Director, Kitchen Manager, After Care Coord., Business Coord.) and CUSD SPED Director would meet to determine how to best adapt services to meet current situation and available resources.

Site-Based Collaboration

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

This plan will be reviewed as part of our faculty/staff beginning of the year meetings as well as through our Safety Committee Meetings. Before the Safety Committee Meeting that reviews the CSSP we will provide notice to families as well as students about the upcoming review as well as access to the document. Feedback will be solicited and brought to the Safety Committee Meeting. Additionally, Safety Committee Meetings are open to the public so families, community members, staff and students can attend. After review and potentially revision by the Safety Committee the ICP along with the CSSP will be brought to the FRCS board for further review and approval. This plan will also be available in our office and posted on our website.

Return to Site-Based Learning

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

Currently, FRCS has a whole school back up generator as well as access to air scrubbers, procedures for water challenges and reduced kitchen access. We are well versed in Emergency Management procedures and will work to bring all necessary systems on-line or determine back ups as soon as it is safe to assess the condition of our campus. Before returning to campus we will coordinate with appropriate agencies/individuals to receive clearance. These could include CDF, Butte County Sheriff, Public Health, FRCS Water Operator, CUSD Facilities Lead, Cal Trans, etc. Upon verifying that campus is safe to return to school leadership will work to coordinate an orderly return. If these conditions can't be met we have two alternate locations in Forest Ranch and have an evacuation arrangement with another charter school (CORE Butte) in Chico that may be available for short term relocation. If operation in an alternate location becomes necessary, FRCS leadership will evaluate options and hold an emergency board meeting to present options and decide next steps.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

The ICP will be included as an integral part of our CSSP and will be revised, reviewed and adopted annually according to legally required timelines.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

The Instructional Continuity Plan will be reviewed annually by school staff and as part of our CSSP through our Safety Committee. It will be modified as necessary to meet program changes, new legislation or current situations. It will be reviewed and approved by our FRCS board annually as part of our CHSP process.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

FRCS Executive Director or administrative designee shall confirm presence of immigration enforcement by checking to see if they are visibly present or will confirm directly with the source of the notice. When confirmed, a notification response will start as soon as safety allows.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The director or designee shall notify parents and guardians of pupils, teachers, and other school personnel of the presence of immigration enforcement as soon as practicable.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Timing and Method of Notification

The director or designee shall notify parents and guardians of pupils, teachers, and other school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

- Timing of the notification should prioritize the physical safety and emotional well-being of pupils, employees, and community members.
- Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Timing and Method of Notification

The director or designee shall notify parents and guardians of pupils, teachers, and other school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

1. Timing of the notification should prioritize the physical safety and emotional well-being of pupils, employees, and community members.
2. Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

Privacy Constraint

The notification shall not include any personally identifiable information.

The Executive Director or designee shall ensure that any notification of immigration presence does not include and personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The primary source of notification will be our Schoolwise phone/text/email notification as this is the most widely received/read by stakeholders. Next, an announcement will be made in a developmentally appropriate manner to individual classrooms as we are a small school. If time permits, we will also send through Constant Contact, our school newsletter/email communication, and Class Dojo.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Links to resources surrounding student's educational rights, state laws that protect student's privacy and confidentiality as well as counseling and support services can be found at

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The SB 98 Immigration Enforcement Notification Plan will be reviewed and amended each year at the same time as the CSSP.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

This plan will be made available in the school office as a physical copy as well as on our website.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

Forest Ranch Charter School's Comprehensive School Safety plan will be reviewed, evaluated, and amended annually.

Pursuant to Education Code Section 35294.6(a), FRCS held a Safety Committee Meeting on February 4, 2026 where the Comprehensive School Safety Plan was reviewed. Notice was provided to the public for two weeks prior to the meeting in multiple school communications. Safety Meetings are always publicized and open to the public. Additionally, a Public Meeting was held prior to the Board Meeting (February 24) to provide another opportunity for public comment. The FRCS Board reviewed and approved the CSSP on February 23, 2026.

Emergency Contact Numbers

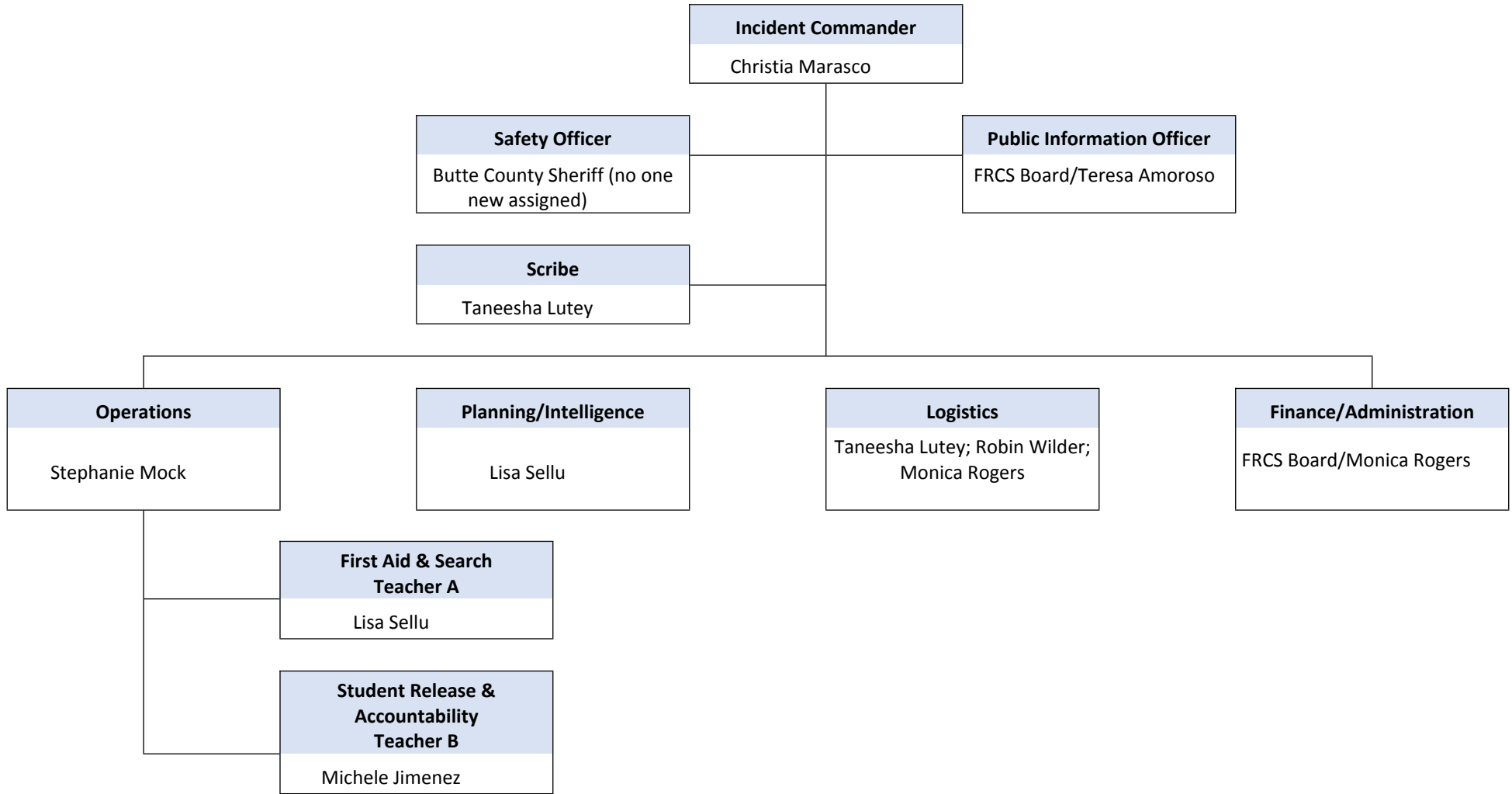
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|--|----------------|--|
| Law Enforcement/Fire/Paramedic | Butte County Sheriff | (530) 538-7321 | CAL OES 1-800-852-7550 |
| Public Utilities | PG&E | 1-800-222-1222 | CA. Department of Toxic Substances (916) 255 -3545 |
| Local Hospitals | Enloe | (530)332-7300 | CAL OSHA (916) 263-2800 |
| School District | CUSD | (530)891-3000 | |
| Other | Poison Control | 1-800-222-1222 | |
| Other | Transportation Manager-Christia Marasco | (530)891-3154 | |
| Other | Child Protective Services | (530)538-7882 | |
| Other | CAL TRANS - Road Conditions | (530)741-4572 | |
| Other | Butte County Public Works - Road Plowing | (530)538-7681 | |
| Other | CDE | (916)445-8765 | |

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) |
|--|----------------------|---|
| Safety Committee Meeting | February 4, 2026 | We hold three Safety Committee Meetings a year. One responsibility of the Safety committee is to review and help update the Safety Plan. The plan was reviewed and suggestions, based on data, were made for updates. |
| Board Review | February 24, 2026 | Each year the CSSP is reviewed by the Safety Committee at the beginning of the school year (our October Meeting) if necessary; then changes are discussed at the committee and community level. Then revisions, as well as other potential changes, are discussed at the January/Feb. Safety Committee meeting, put out to the public and brought for Board Approval at the February meeting. |

Forest Ranch Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

On site emergency incidents generally will be identified and reported by staff, students, or volunteers on school grounds. Other emergency incidents within the community, generally will be reported to school facility by outside agencies. The FRCS Board has empowered the authorized Incident Commander and any designated Incident Command Team personnel to direct the schools response to emergency situations.

Step Two: Identify the Level of Emergency

Level 1 = Monitor: *Minor Event that could negatively affect students, staff, facility*

Level 2 = Standby/Alert: A risk exists or about to occur that will impact students, staff, facility. the risk requires a preparatory status to be adopted.

Level 3 = Emergency: Risk is real and requires response

Step Three: Determine the Immediate Response Action

Level 1 = Briefing from IC, maintain 10 minute response action capability, get periodic updates

Level 2 = Briefing from IC, report to a command post, provide input on operational needs, be prepared to initiate tasks or relocate if directed by IC

Level 3 = Briefing from IC, provide for safety of students and personnel, report to command post, execute actions as directed by IC

Step Four: Communicate the Appropriate Response Action

Follow procedures/protocols of the emergency guide charts- located in each room as directed by IC

Types of Emergencies & Specific Procedures

Aircraft Crash

see attached emergency procedures

Animal Disturbance

see attached emergency procedures

Armed Assault on Campus

1. If you are in the area of a crime in progress, do not attempt to apprehend or interfere with the criminal except for self-defense. IF YOU HAVE STUDENTS WITH YOU AND THE ASSAILANT IS IN POSSESSION OF A WEAPON, DIRECT THEM TO DROP, COVER AND REMAIN MOTIONLESS. IN THE EVENT THAT GUNFIRE IS HEARD, EVERYONE SHOULD BE INSTRUCTED TO LIE FLAT ON THE GROUND.

2. If situation permits, make note of details:

Vehicle Person

License plate # Height

Type of vehicle. Weight

Color of vehicle. Color of hair

Damage to vehicle. Color of clothing

Occupants. Weapons

Gender/race

3. Contact the principal's office. give your name and location and advise them of the situation. The office will call 911, and then CUSD office at 891-3000.

4. If necessary, render first aid.

5. Teachers may be notified via voice signal, e-mail, or runner to follow the CODE RED (lockdown) Procedure.

6. Refer all media questions and contacts to the Principal's Office at 891-3154.

See also; Active Shooter, end of document

Biological or Chemical Release

See; Hazardous Materials Incident, end of document

Bomb Threat/ Threat Of violence

see attached emergency procedures

Bus Disaster

The bus driver is the Incident Commander and has trained the students in safe bus evacuation procedures including exiting the bus and moving to the side of the road away from oncoming traffic and keeping the younger students safe. The bus driver will contact emergency personnel (911) and FRCS Executive Director/Incident Commander as soon as practicable while ensuring student safety.

Cardiac Arrest

Disorderly Conduct

See; Civil/Student Disturbance or Crisis Intervention, end of document

Earthquake

see attached emergency procedure

Explosion or Risk Of Explosion

see attached emergency procedure

Extreme Weather

Fire in Surrounding Area

see attached emergency procedures

Fire on School Grounds

All people on campus respond to alarm by evacuating to designated spots on black top

Group roll call procedure conducted to determine if everyone is accounted for

911 called immediately if phone can be safely reached

Wait for instructions/clearance from fire personnel and site incident commander

Flooding

see attached emergency plans

Loss or Failure Of Utilities

Assess situation

Institute a stand by emergency procedure with staff in assigned positions

Institute phone tree/One Call Now and evacuate campus if necessary

When power is out TOILETS CAN NOT BE FLUSHED

Motor Vehicle Crash

Assess situation

Call 911 if necessary

Provide any necessary first aid/CPR

Document incident

Pandemic**Psychological Trauma**

See; Crisis Intervention, End of Document

Suspected Contamination of Food or Water

Contact School Nurse or 911 if applicable

Contact Public Health for instructions

Document Incident

Tactical Responses to Criminal Incidents**Unlawful Demonstration or Walkout**

see civil/student disturbance

Emergency Evacuation Map