Comprehensive School Safety Plan
2026-2027

Blue Ridge Academy is committed to ensuring that all enrolled students and all employees are safe and secure. Blue Ridge Academy believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. Blue Ridge Academy intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval.

The California Education Code section 47605(c)(5)(F)(ii) requires California charter schools to develop a school safety plan, which shall include the topics listed in Education Code section 32282(a)(2)(A) to (L).

Plans for Charter Schools must "identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

A. Child Abuse Reporting Procedures - Penal Code 11164, *et seq.*
B. Disaster Procedures – Routine and Emergency
C. Suspension/Expulsion policies for Pupils who commit certain acts and other school-designated serious acts that would lead to suspension or expulsion – Ed Code 48915
D. Procedures to Notify Teachers of Dangerous Pupils
E. Discrimination and Harassment Policy
F. Schoolwide Dress Code
G. Procedures for Safe Ingress and Egress
H. Maintenance of a Safe and Orderly Environment Conducive to Learning
I. Rules and Procedures on School Discipline
J. Procedures for Conducting Tactile Responses to Criminal Incidents
K. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity
L. Protocol for student opioid overdose

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

A: Child Abuse Reporting Procedures - Penal Code 11164, *et seq.*:
Child abuse reporting law (Penal Code Section 11164, *et seq.*) requires that a Blue Ridge Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Blue Ridge Academy, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to

follow when abuse is suspected and provide annual training regarding the required procedures for mandated reporters.

Employees of Blue Ridge Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff are aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency are mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. Blue Ridge Academy board policies are continually updated to reflect appropriate legislation.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law, includes the following:

    a. Physical abuse resulting in a non-accidental physical injury or death.
    b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
    c. Sexual abuse including both sexual assault and sexual exploitation.
    d. Willful harming or injuring of a child or the endangering of the person or health of the child.
    e. Unlawful corporal punishment or injury.

2. "Mandated Reporters" are defined in Penal Code Section 11165.7 and include virtually all school employees. For example, the current definition includes without limitation the following:

    Teachers, teacher's aides, teacher's assistants, instructional aides, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a childcare institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and other classified employees trained in child abuse reporting.

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

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

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

   The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

   a. The name of the person making the report.
   b. The name of the child.
   c. The present location of the child.
   d. The nature and extent of any injury.
   e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax or electronically transmit a written report to the local child protective agency.

   The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

   The mandated reporter may request and receive copies of the appropriate form either from the school or directly from the local child protective agency.

   Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

   Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and regulations. If requested by the mandated reporter, the Superintendent may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement

in a county jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars ($1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

When School Employees Are Accused of Child Abuse
Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with school policies and/or regulations. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

B: Disaster Procedures – Routine and Emergency:
Blue Ridge Academy will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

The Blue Ridge Academy has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at Blue Ridge Academy to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with California Code of Regulations, Title 8, Section 3220 which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while Blue Ridge Academy may not have students on site, it will serve as an Emergency Operations Center if a multi-site incident occurs, and support is needed for school or local community. At that time, the role of Blue Ridge Academy would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human-caused. However, Administrators retain the flexibility to modify

procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for the implementation of this plan or to contact for any clarification is:

Samantha Haynes	Superintendent
Name of Responsible Party	Title
Signature	Date

RECORD OF DISTRIBUTION

Plan #	Office/Department	Representative	Signature

Emergency Telephone Numbers

FACILITY EMERGENCY NUMBERS

1)	Superintendent, Samantha Haynes	805-638-7321
2)	Main Office	661-412-9363

LOCAL AGENCIES/OTHERS

1)	Local Police	911 (Non-Emergency 909-450-2700)
2)	Local Fire	911 (Non-Emergency 909-599-6727)
3)	American Red Cross	626-447-2193
4)	Electric Utility Company	Southern California Edison 800-655-4555
5)	Local Gas Company	SoCal Gas 800-427-2200
6)	Local Water Company	Golden State Water Company 909-599-7077

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid.

Staff Contacts

Samantha Haynes
Superintendent
(805) 638-7321
samantha@theblueridgeacademy.com

Dr. Loretta Burns
SPED Director, Assistant Superintendent
(626) 250-9611
loretta.burns@theblueridgeacademy.com

Sara Newcomb
Director
(657) 600-6941
sara.newcomb@theblueridgeacademy.com

Emily Cruz
Director
(562) 833-7216
emily.cruz@theblueridgeacademy.com

Nikki Kohlenberger
Director
(714) 926-2507
nikki@theblueridgeacademy.com

Giovanna Arzaga
Director
(626) 857-6704
giovanna@theblueridgeacademy.com

Laura Rankin
Assistant Director
(805) 233-4142
laura.rankin@theblueridgeacademy.com

Elaine Rodriguez
Assistant Director
(818) 968-2825
elaine.rodriguez@theblueridgeacademy.com

Erin Kyle
Assistant Director
(909) 582-8057
erin.kyle@theblueridgeacademy.com

Marie Verner
Assistant Director
(626) 789-5760
marie.verner@theblueridgeacademy.com

Lisa Sophos
Assistant Director
(805) 298-3288
lisa.sophos@theblueridgeacademy.com

Jamie Schmelebeck
Assistant Director
(657) 232-4309
jamie.schmelebeck@theblueridgeacademy.com

Intrusion and/or Fire Alarms
If an intrusion or fire alarm goes off the company responsible for monitoring the system is ADT, 1-800-587-4198.

Plan Implementation
A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the plan, the school needs to: (1) Assign roles for Management staff and Section Chiefs, (2) form the site emergency teams, (3) provide the appropriate training for all staff, (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e., first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities allocated to employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

About Emergency Management Systems
Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency Management System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS) After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. **FEDERAL** funding for emergency response/recovery grants is tied to the use of NIMS.

i. **Earthquake Emergency Procedure System:** Education Code section 32282(a)(2)(B)(i) requires schools to establish an earthquake emergency procedure system in every public-school building having an occupant capacity of 50 or more pupils or more than one classroom. The charter school may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system.

   Blue Ridge Academy does not have any buildings with an occupant capacity of 50 or more pupils or more than one classroom.

I. School Building Disaster Plans:

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office. This is a living document that will be updated and modified as additional information is acquired.

Evacuation Procedures

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The school staff Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

During an evacuation, the following procedures must be followed:

- ✓ Move staff to the designated Evacuation Area.
- ✓ Take roll
- ✓ Runners collect roll sheet from classroom or work areas.
- ✓ Employee to report to the supervisor and sign in.
- ✓ Report to supervisor for briefing and assignment.

Lockdown/Reverse Evacuation Procedures

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the workday, during break or lunch periods, or after the workday. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.
In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using Staff Accountability Form.

Report any "extra" staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be keep open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

Procedures for Conducting a "Size-Up"

A ***"SIZE-UP"*** is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a ***"size-up"*** are:

C. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g., forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g., children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

C. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g., ICS, radios, e-mail, phones)?

C. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

C. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

C. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

C. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an Incident Action Plan:

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:
    - Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post or other agencies that respond to the scene (e.g., fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:
    - At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

Bomb Threat

Detailed procedures for responding to a Bomb Threat are provided to employees (Appendix B)

Fire/Explosion

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

Fire/Explosion Checklist

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report**.**
- Data collected from the Staff Accountability Form will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

Earthquake

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

If Indoors:

- DROP, COVER AND HOLD ON by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.

- Account for all staff using Staff Accountability Report.

If Outdoors:

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

General Guidelines (After the Quake):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. As we have been warned, we may be on our own for several hours or days.
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Assess the overall situation, how long staff might be at school, how supplies might be distributed and sheltering of staff.

Shooting/Stabbings

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

Imminent Warning Signs Require an Immediate Response and May Include the Following:

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

Detailed procedures for responding to a Shooting/Stabbing are provided to employees (Appendix B)

Death and/or Suicide
Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety. In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff
- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
    - Assure the student of your concern
    - Assure the student you will find help to keep him or her safe
    - Stay calm and don't visibly react to the student's threats or comments
    - Do not let the student convince you the crisis is over
    - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Guidelines to utilize in the event of a death are outlined below.

Death Occurs at Office:
- Call **911**. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director's office.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area ~~with yellow caution tape~~ and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Superintendent must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses.
- Following a death there may be:
    - Self-referrals
    - Parent referrals

- Reports and concerns expressed by relatives or good friends
- Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms and make immediate referral for mental health support

Hostage Situations
In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

Detailed procedures for responding to a hostage situation are provided to employees (Appendix B)

Hostile Visitor
A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

Understanding Nonverbal Messages:

- Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:
- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

Send the Right Nonverbal Messages:

- Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.
- Avoid doing any of the following:
- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry
- Consider doing the following:
- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times

- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

Attempt to Use Phrases Such as:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

What to Do:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

Chemical Release/Hazardous Material Spill

A chemical release or hazardous material spill could affect one office, an entire worksite or larger area.

How Should the School Office Prepare:

- The Emergency Management Teams should discuss and review plans to "Shelter in Place" or to "Evacuate the Area" using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid, and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

How Should the Office Respond:

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill, and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint an Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, the fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to "Shelter-In-Place" or to "Evacuate" the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at the movement of trees or flags.

- If "Sheltering-In-Place" and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take head count and report missing or ill staff to the Incident Commander and/or law enforcement.

Medical Emergency

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently. Insist that all accidents be reported, even if no visible harm or injury occurred. Follow established procedures for issuing medication.

What to Do If a Medical Emergency Occurs:

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
- Your address, building letter (A, B, C, D, etc.), room or floor number
- Describe illness or type of injury
- How the illness or type of injury occurred
- Age of ill or injured staff member
- Quickest way for ambulance to enter location on site
- Notify the Superintendent.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's family.

Sudden Cardiac Event

Like other medical emergencies, a sudden cardiac event may occur and personnel must be prepared to respond quickly, effectively, and efficiently. When responding to a sudden cardiac event, follow the procedures for a medical emergency in addition to the steps listed below.

What to Do If a Cardiac Event Occurs:

- Follow the listed procedures for a medical emergency
- Trained staff are responsible for obtaining and responding with AED
- Move occupants in the area away from the emergency to a pre-designated or other area
- Assess the victim; circulation, airway, and breathing. The victim should not be moved unless the scene is unsafe
- Initiate CPR, if needed, while AED is brought to the scene
- Prepare to use AED. Follow all instructions and prompts
- No AED—continue CPR as training indicates

- *The Building's AED equipment will follow manufacturer prescribed maintenance procedures with documentation of maintenance actions. Records of maintenance are maintained in an appropriate location as designated by the administrator.*

- *The Building Response Team consists of building staff trained in both CPR and AED use. The School will conduct annual staff training sessions and drills; records of training sessions are maintained in the School Office as designated by the administrator.*

Gas Odor/Leak

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.
- The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:
- Fire Department (Call **911)**
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (See emergency contact list)
- Local Gas Company
- GAS ODOR OR LEAK INSIDE A BUILDING
- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to Command Post.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

If Gas Odor or Leak is Detected Outside the Building:

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

Shelter-in-Place Procedures

Why You Might Need to Shelter-in-Place:
Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

The Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to "shelter-in-place", they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected

to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.

- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

Extended Power Loss

In the event of extended power loss to a facility, certain precautionary measures should be taken depending on the geographical location and environment of the facility:

Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment.

Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.

- Fire sprinkler system
- Standpipes
- Potable water lines
- Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contains fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of Heat and Power:

Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.

Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Adaptations for Pupils with Disabilities
Students with disabilities may face a variety of challenges in responding to and/or evacuating to safety. This section addresses Education Code Section 32282's requirement that school safety plans include adaptations for pupils with disabilities in accordance with the ADA, IDEA and Section 504.

As a non-classroom-based school, Blue Ridge Academy primarily does not conduct educational activities in-person. However, when the school does conduct in-person events, staff should be aware of which students in attendance have disability-related needs. In addition, the school will consider the needs of students with disabilities when scheduling emergency drills (e.g., providing support items ahead of emergency drills).

To the extent possible, the school will adhere during emergencies to accommodations related to the immediate sensory, mobility, behavioral, and/or medical needs in each student's IEP/504 Plan. For example, accommodations may include things such as:

- Noise-muffling headphones
- Mobility assistance/devices
- Adult accompaniment
- Access to emergency medications
- Self-calming strategies taught in advance
- Fidget items

During an emergency, staff should only inform a student's peers of their disability/disabilities to the extent necessary to ensure student and staff safety, and so as to respect and ensure confidentiality about the student.

After an emergency event, staff should anticipate that students with disabilities may require unique supports, such as with transitioning back to a typical school day and should ensure that any relevant accommodations as described in the student's IEP or 504 Plan are adhered to. Special education staff should anticipate the need for additional meetings and/or support plans for students with disabilities following an emergency.

Post-Disaster Shelters: During a local or regional emergency, it may become necessary for school facilities to be used by public agencies, including the American Red Cross, for mass care and welfare shelters. Blue Ridge Academy shall cooperate with the public agency to meet these needs as required by law.

C. Suspension/Expulsion policies for Pupils who commit certain acts and other school-designated serious acts that would lead to suspension or expulsion – Ed Code 48915(d)
If a student has committed certain acts as specified in Blue Ridge Academy's Suspension and Expulsion Policy and charter petition, the student will be recommended for expulsion if the act was committed at school or at a school activity off school grounds.

If a student has been recommended for expulsion as such, the student will be afforded the due process provided for all students facing expulsion from Blue Ridge Academy, as identified in Blue Ridge Academy's Suspension and Expulsion policy. If a student is expelled for committing any of the acts listed above, Blue Ridge Academy shall refer the student back to the student's district of residence for continuation of that student's education.

Education Code section 48900: Serious Acts that Would Lead to Suspension, Expulsion, or Mandatory Expulsion Recommendations in Accordance with Blue Ridge Academy's Suspension and

Expulsion Policies

Grounds for Suspension and Expulsion of Students: The acts that would lead to suspension, expulsion, or mandatory expulsion recommendations are detailed in Blue Ridge Academy's Suspension and Expulsion Policy. Any suspension or expulsion of a student shall follow required due process as described in the Suspension and Expulsion Policy and in accordance with Blue Ridge Academy's charter petition. A full copy of the Suspension and Expulsion Policy is given to all families in the parent-student handbook.

A Full Copy of the Board Policy for Suspensions and Expulsions May Be Found Here:
Blue Ridge Academy Suspension and Expulsion Policy

D. Procedures to Notify Teachers of Dangerous Pupils:

Blue Ridge Academy – Employee Security

Criminal Background Check
Blue Ridge Academy recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Blue Ridge Academy will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that "each employee of the school furnish the school with a criminal record summary".

A full description of Criminal Background Check procedures are listed in the Employee Handbook.

Notice Regarding Student Crimes and Offenses
The Superintendent or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079).

When informed that a student has committed crime(s) unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Superintendent or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately. The Superintendent or designee shall consult with the Superintendent of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further.
(California Education Code 49079, California Welfare and Institutions Code 828.1).

The Superintendent or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Superintendent or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Superintendent or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Superintendent or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's teachers, special education teachers, coaches and counselors.

The teacher shall initial the student's file when reviewing it in the school office. Once Blue Ridge Academy has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of Blue Ridge Academy's liability.

E. Discrimination and Harassment Policy:
The administration, teachers and staff at Blue Ridge Academy actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Blue Ridge Academy and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.

Blue Ridge Academy is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category.

For further details, please see Blue Ridge's policy relating to Title IX, as well as policies relating to harassment, intimidation, discrimination, and bullying.

F. Schoolwide Dress Code
Blue Ridge Academy does not maintain a schoolwide dress code.

G. Procedures for Safe Ingress and Egress
Blue Ridge Academy takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions 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 our buildings, corridors within 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 the local city government to ensure that the school's immediate community is safe.

Through the joint efforts of Blue Ridge Academy office, site administrators, faculty, and other organizations, including consultants, Blue Ridge Academy has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Blue Ridge Academy encourages input from our community and reviews this plan on an annual basis.

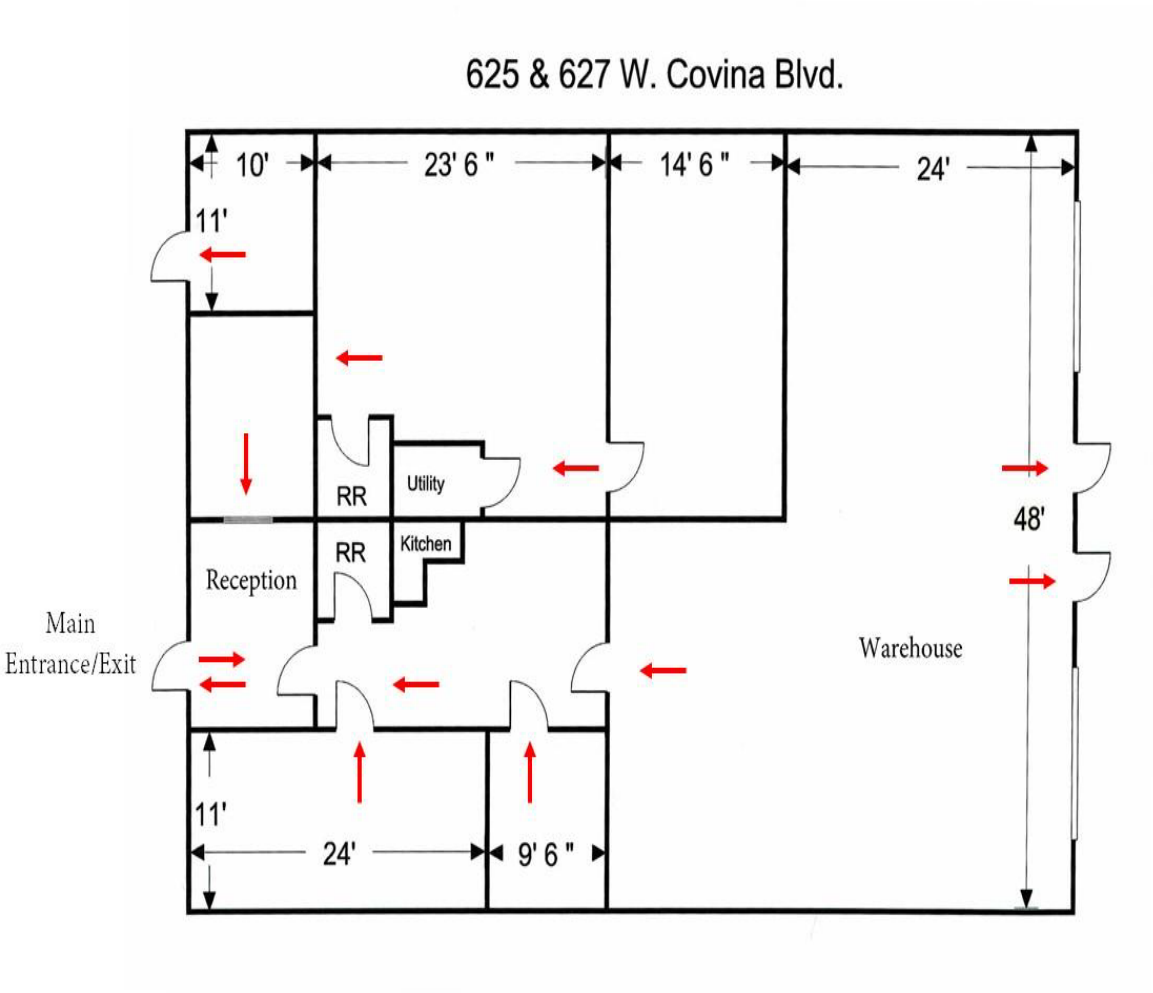
Any problems associated with safe ingress and egress will be addressed immediately.

Blue Ridge Academy – Safe Ingress and Egress
625 West Covina Blvd. Suite 625-627, San Dimas, CA 91773

There is 1 entrance and 4 exits
Open – Close: Monday – Friday 8:00 am - 5:00 pm

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

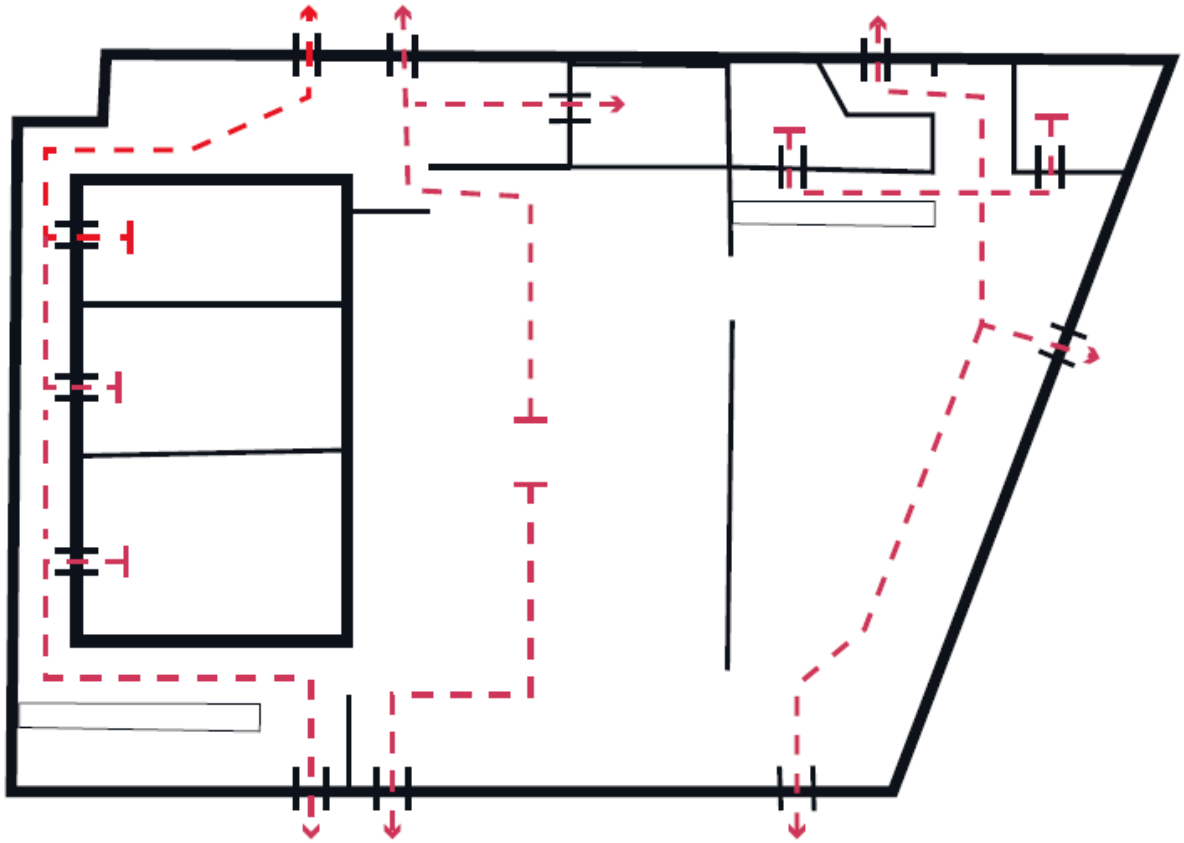


Blue Ridge Academy – Safe Ingress and Egress
33304 Santiago Road, Acton, CA 93510

There is 1 entrance and 6 exits
Open – Close: Tuesday and Thursday 8:00 am - 1:00 pm, and as needed

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.



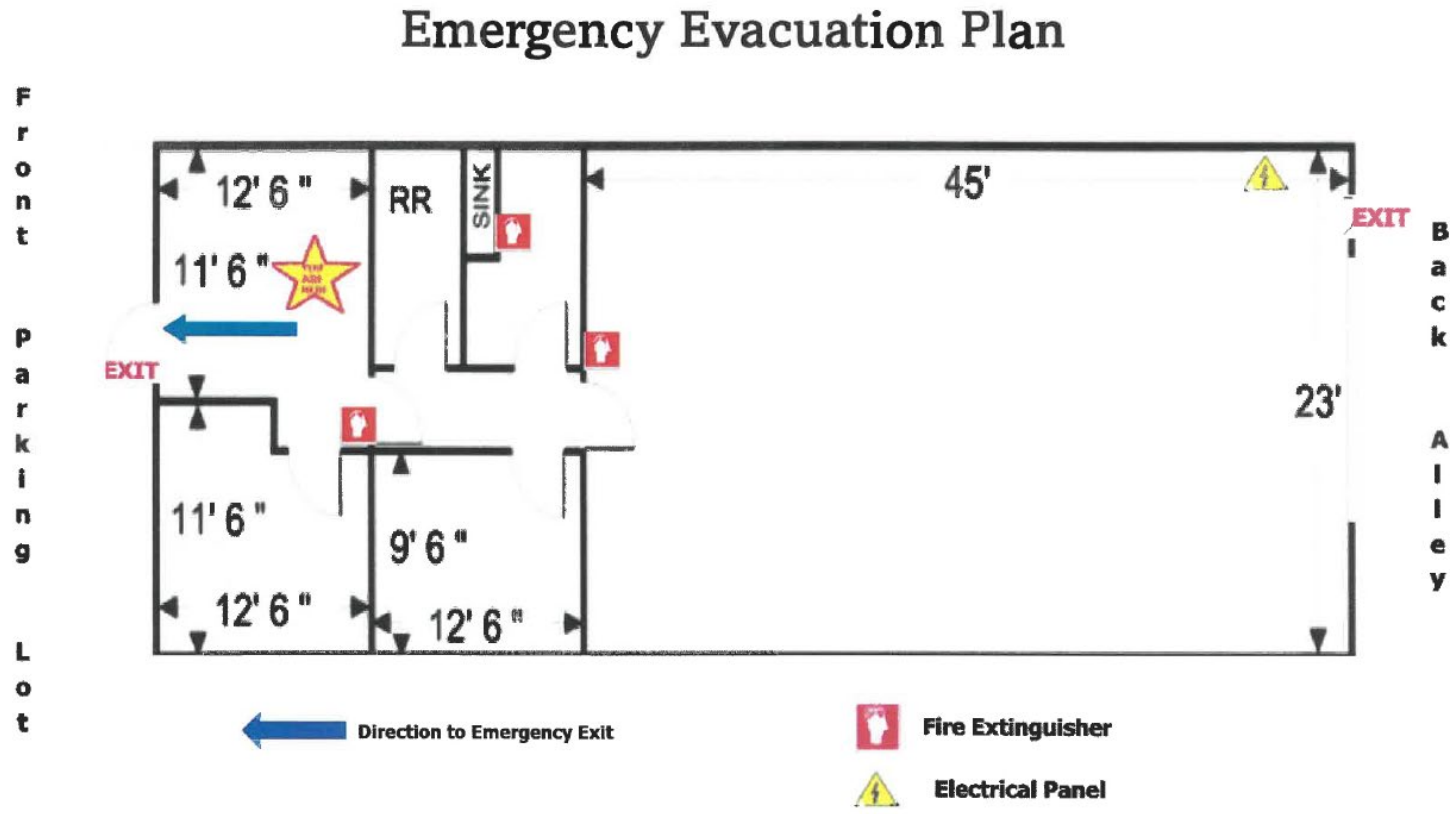
33304 Santiago Rd. Acton, CA

Blue Ridge Academy – Safe Ingress and Egress
625 West Covina Blvd. Suite 613, San Dimas, CA 91773

There is 1 entrance and 2 exits
Open – Close: Monday – Friday 8:00 am - 5:00 pm

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.



H. Maintenance of a Safe and Orderly Environment Conducive to Learning
It is the priority of Blue Ridge Academy to provide students, families, and staff with a safe and orderly environment conducive to learning. As stated previously in this policy, the school does not tolerate discrimination or harassment in accordance with applicable state or federal law. As a non-classroom-based school, Blue Ridge Academy prioritizes responsible, safe, and ethical online behavior and access of internet resources. For further details, please refer to the school's Information Technology Department Policies and Procedures, Parent-Student Information Technology Acceptable Use Policy, and Staff Information Technology Acceptable Use Policy.

I. Rules and Procedures on School Discipline

Philosophy of Student Discipline
Our focus for all students is to be respectful and supportive of each other.

Process and Procedures
Level I - Immediate Redirection and Verbal Reprimand
Minor issues that are resolved by the supervising adult; behavior is seen as a learning opportunity and is expected to be corrected with no additional interventions; office referral is only needed if the student fails to correct behavior (mostly classroom managed behavior)

Level II - Learning Opportunity - Office Referral, Parent Contact, Counselor
Common misbehaviors needing redirection; again, seen as a learning opportunity to be handled between the student and supervising adult; in some cases, office referral and parent notification is required (mostly managed with teacher)

Level III – Immediate Administrative referral; Parent Contact/Written Documentation, suspensions, Law Enforcement
Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and ensure the safety of staff and students (managed by director)

Administrative Referral
In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to an administrator, the teacher is seeking additional resources to assist in the correction of the behavior. At this point, parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

The following process will be used for all office referrals:

- Student is referred to Administration by supervising adult
- Student completes reflection questions related to incident
- Referral form is returned to the teacher for comments
- Parental contact is made by the student or staff member to explain incident and schedule detention
- Referral form is returned to the Superintendent or designee
- Student conference with the Superintendent is scheduled
- Follow-up phone call from Administration is made when necessary

- Harassment Complaints- Students are occasionally the victim of bullying or harassing behaviors. While common in the school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community.

  The following process is designed to assist students who believe they are the victim of such behaviors:
- Student informs teacher or staff person of situation
- Student reports to the office to complete a confidential "Harassment Complaint Form"
- Administrator investigates allegations

Typical consequences for a bully/harasser are as follows:

Warning- conference with Superintendent or designee discussing allegations, perceived intentions and future consequences; student is informed that such behavior, as well as any retaliation, will not be tolerated.

Parental Conference- Sharing the dangers of bully/harassing behaviors for both parties.

Suspension- To ensure the safety of staff and students, various forms of suspension may be used in efforts to correct student behavior.

Expulsion- If bullying/harassment continues or if any given incident is so severe that a safe learning environment cannot exist, the Superintendent will recommend the expulsion of the offending student.

For further details on Blue Ridge Academy's procedures surrounding suspension and expulsion, please refer to the Suspension and Expulsion Policy.

J. Procedures for Conducting Tactile Responses to Criminal Incidents
Detailed procedures for conducting Tactile Responses to Criminal Incidents are provided to employees (Appendix B)

K. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity

Blue Ridge Academy is committed to assessing and responding appropriately to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This comprehensive school safety plan details the procedures for assessing and responding to reports of dangerous, violent, or unlawful activity (see, e.g., Sections B, J). When Blue Ridge Academy receives a report regarding such activity that is conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school, Blue Ridge Academy will promptly call 911 and take necessary and appropriate measures to ensure student and staff safety. All staff will receive appropriate training as discussed within this safety plan.

L. Protocol for student opioid overdose
Skyrocketing overdoses and fentanyl-related deaths among California youth have rapidly increased in recent years and are a severe concern. Blue Ridge Academy recognizes the importance of statewide prevention and education efforts to combat this growing crisis. The steps below should be followed when a student is suffering or is reasonably believed to be suffering from an opioid overdose while on campus or participating in school-

related activities.

Signs that a student may be suffering from an opioid overdose include:

- Falling asleep or losing consciousness
- Doesn't respond to stimuli like shouting, a pinch or sternum rub
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)
- Small, constricted "pinpoint pupils"

If the sign(s) above are met, staff should:

- Call 911 immediately.
- Administer naloxone if available.
- Regardless of whether naloxone is administered, monitor the student for continued breathing.
    - If the student stops breathing on their own, clear student's airway, tilt their head back, lift their chin, pinch their nose, and give one breath every 5 seconds.
    - If the student resumes breathing, lay them on their side to prevent choking.
- Stay with the student until emergency assistance arrives.

M. SAFE Act: Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite

Definition of Immigration Enforcement: For the purposes of this plan, "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law.

Criminal Immigration Enforcement: The definition 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.

- Blue Ridge staff will follow all procedures listed in the Board-approved policy AB699 Immigration Policies.
- In the event that an Immigration Enforcement officer appears at a school function, families and all school personnel will be notified via email within 24 hours of the event. The notification will include the following information:
    - The date and time the immigration enforcement was confirmed
    - The location of the confirmed immigration enforcement
    - A hyperlink to additional resources, including the AB699 Immigration Policies
- For the safety of the affected party, the notification will not include any personally identifiable information.

2026-27 Instructional Continuity Plan (ICP)

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

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

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Blue Ridge Academy	Blue Ridge Ridge Academy	Samantha Haynes Superintendent/Executive Director	samantha.haynes@theblueridgeacademy.com (805) 638-7321

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on June 24, 2025 and adopted by Blue Ridge Ridge Academy 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, Blue Ridge Ridge Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

Short messaging service (SMS)

Phone Calls

Email

School Portal

Social Media

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.

Blue Ridge Academy's goal is to maintain safety, transparency, and accessibility despite disruptions. This will occur by providing clear updates regarding student safety, schedules, and resources, and enabling families to communicate with the school during outages.
This will minimize confusion and anxiety during emergency situations.

In the event of an outage, Blue Ridge Academy will utilize Multi-Tiered Communication Methods.
Tier 1: Primary Digital Communication (When Systems Are Operational)

- School website updates
- Email and mobile app alerts
- Social media platforms (Facebook, Instagram)

Tier 2: Mobile-Based Communication (Power May Be Out, Cell Towers Still Operational)

- SMS alerts with key information
- Phone call trees: Pre-assigned staff and parent volunteers relay info by calling down a list
- Voicemail hotline: Pre-recorded, regularly updated information line

Tier 3: Low-Tech/Offline Communication (When Digital Systems Fail)

- Physical signage at school office locations

Families will maintain two-way communication with the School via email, social media, and phone hotlines checked by School staff.

Support for Unique Needs

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

The Charter School has also developed a Crisis Team that, along with providing mental health support, provides additional resources to students and families who have experienced extreme hardships, including job loss and negative effects from natural disasters.

Access to Instruction

Timeline for Access to Instruction

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

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

As required, Blue Ridge Ridge Academy 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.

Blue Ridge Academy is an independent study program and aligns with all EC sections governing Independent Study.

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.

Blue Ridge Academy provides multiple options to access instructional materials, including but not limited to textbooks, online courses, and a lending library.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Blue Ridge Academy collects work samples and Student Activity Logs digitally as well as at in-person meetings on a regular basis.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Instructional Continuity

Communication Protocols

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

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- Social media platforms (Facebook, Instagram)

Tier 2: Mobile-Based Communication (Power May Be Out, Cell Towers Still Operational)

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- Voicemail hotline: Pre-recorded, regularly updated information line

Tier 3: Low-Tech/Offline Communication (When Digital Systems Fail)

- Physical signage at school office locations

Families will maintain two-way communication with the School via email, social media, and phone hotlines checked by School staff.

Information will be distributed as it becomes available and will be updated as often as is practical and possible.

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.

Blue Ridge Academy is an Independent Study program, and therefore, all staff and students are equipped for remote learning.

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.

Remote learning is provided in a number of ways, including but not limited to synchronous instruction, office hours, online courses, and regular meetings with the Homeschool Teacher.

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.

Blue Ridge Academy will continue to provide equal access to instruction to all students via the Independent Study model already in place.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP's will continue to be provided and maintained via the Independent Study model already in place.

English Learners (EL)

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

EL Students will continue to be supported via the Independent Study model already in place.

Professional Learning

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

Blue Ridge Academy is non-classroom based, therefore, all staff are already prepared and provide remote instruction. No additional resources are needed.

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.

Blue Ridge Academy provides access to these services via our Independent Study model, no changes will be required.

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

Blue Ridge Academy does not maintain student facilities and, therefore, will utilize and direct families to the community emergency resources made available in the event of an emergency.

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.

Blue Ridge Academy already provides special education and counseling programs via our Independent Study model no changes will be required. . No after-school or meal programs are offered, and will not be affected.

Site-Based Collaboration

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

Blue Ridge Academy staff work remotely and can continue to meet virtually to collaborate and implement the ICP.

Return to Site-Based Learning

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

All student learning at Blue Ridge Academy takes place remotely, however, some meetings and/or school-sponsored activities take place in public locations. The school also operates two library locations that are available to families. Prior to re-opening these sites the following criteria must be met:
-Any evacuation orders lifted
-Power and utilities functioning
-Healthy air quality
-Access to safe and clean water
-Locations free from debris and hazards
-Internet fiber lines are connected and functioning
-Staff availability to properly serve the students

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Blue Ridge Ridge Academy’s Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

annually, in conjunction with the review and updates made to the Comprehensive School Safety Plan.