

Comprehensive School Safety Plan

2025-26 School Year

School: City Heights Preparatory Charter School
CDS Code: 37 68338 0124347
District: City Heights Preparatory Charter School
Address: 4260 54th St
San Diego
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Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

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.cityheightsprep.org.

Safety Plan Vision

The purpose of this plan is to outline the basic organization and procedures for responding to an emergency at City Heights Prep. This plan is formatted to provide the user with a school-wide standardized document for the operation and management of any emergency, which may occur at any school site. This format allows staff to understand basic roles and responsibilities regardless of

where in the school they may be working. This emergency plan is also reviewed with staff, students and families at least two times a year to ensure school safety and also to gather feedback from all stakeholders.

A “Site Incident Commander” (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Site Incident Commander is the point of coordination for all operations. A Site Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Site Incident Commander. Each team member assignment can be found in this plan, which identifies roles, responsibilities and duties. The Site Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this site. The Site Incident Commander, when appropriate, will also coordinate with SD Police Services or other organizations, to conduct exercises to provide staff with an opportunity to practice emergency procedures.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another’s life. To also make responding to an emergency easier, all classrooms and rooms being utilized by the school are equipped with an evacuation map and emergency bags. The emergency plans are checked monthly to ensure full stocking of necessary equipment. In addition to this, there is a crisis response box in the front office.

In the event of an emergency, a Site Command Post will be established by the Site Incident Commander. Site Incident Command Team members will be informed of the location upon activation.

SITE EMERGENCY NOTIFICATION INFORMATION

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. Police Services (911) will serve as the primary notification point for emergencies at this site. The primary or alternate Site Incident Commander will notify Police Services. Once notified, Police Services will begin dispatching public safety services to assist the Site Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn onsite staff. Methods for notifying staff include: Telephone – Landline and/or cellular or google chats, School intercom or Walkie Talkies Runners – staff and/or students, Siren System – Siren and/or bell depending upon site, Public Announcement System (PA), Handheld Air Horns or Bull Horns. The method utilized will depend upon the circumstances of the emergency and the resources available at this site. All other stakeholders, including families will be notified.

Police Services will conduct an initial assessment based on available information. Police Services will advise the Site Incident Commander and School Director of the recommended actions to be taken. However, if the emergency requires immediate action, Police Services will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct site resources as necessary to address the emergency or disaster at hand.

City Heights Prep’s School Safety Committee (SSC) is responsible for the development and implementation of the Comprehensive School Safety Plan with the input from the School Site Council, other family meetings, staff, and students and other stakeholders. The SSC is comprised of Office Admin, school counselors, families, parents and select teachers.

Components of the Comprehensive School Safety Plan (EC 32281)

City Heights Preparatory Charter School Safety Committee

The review and development of the plan incorporates all feedback provided by stakeholders. The plan is reviewed at multiple SSC meetings for input from families and council members. It is also reviewed and shared with students and staff to gather additional feedback. In addition, the school engages in conversations with local law enforcement, fire departments, and first responders to ensure that all necessary safety measures are considered, reviewed, and included in the plan. The school also ensures that all new protocols, procedures, and policies are aligned with mandated requirements as they are implemented.

Assessment of School Safety

Criterion 1: Assessment of current status of school crime data and site response to crime data

To obtain crime data for the vicinity surrounding our school site go we visited <http://www.crimemapping.com>

Assessment of the current status of school crime and site response to crime data Data range used: August 25, 2025 – February 17, 2026

Search Radius was used: .5 Miles, .25 Miles, & 500 feet

For the radius of .5 miles, there were a total of 453 reported crimes, 58 were assault, 4 weapon related, 5 Vehicle Break-In, 4 Vandalism, 5 Larceny, 8 was a sex crime reported

For the radius of .25 miles, there were a total of 49 reported crimes, 16 were assault, 10 weapon related, 25 Vehicle Break-In, 29 Vandalism, 26 Larceny, 1 was a sex crime reported

For the radius of 500 feet, there were a total of 8 reported crimes, 5 were assault, 1 robbery, 1 Burglary,

There has been an increase in crime reported from last school year to this school year. The school had to observe a lockdown mandated by the San Diego Police due to a reported gunman near the vicinity of the school. All neighboring schools were also requested to close down their schools until the police officers were able to apprehend the gunman.

In addition to this, data was reviewed this school year using School Attendance Review Board (SARB) data, and it was noticed that there was a decrease in student attendance, with higher rates of chronic absenteeism, tardies, and unexcused absences. Therefore, the committee worked together to address this rising issue. Each member of the committee was assigned specific students and worked individually with them to better understand what was affecting their attendance and what supports could be put into place to increase overall participation. This process was very helpful, as it allowed the team to target attendance behaviors, which were found to be largely due to a lack of motivation and lack of sleep. The team put incentives in place to increase motivation, and this has helped. None of the attendance concerns were related to students feeling unsafe, as all students reported having one to two staff members with whom they feel safe.

There was also a review of suspension data, as well as internal data gathered by the school regarding non-suspendable offenses. We saw an increasing trend in the number of students who reported being spoken to inappropriately by their peers or engaging in roughhousing. The data showed that students exhibiting these behaviors were spoken to and addressed appropriately, and the students in the beginning of the school year who were showing those behavior concerns, have either decreased that behavior or stopped altogether.

In addition, the school continued with fire inspection reports, and any areas that required repairs were addressed. Unsafe fencing in the school patio areas was removed and replaced with sturdy new fencing.

The school staff also continued to conduct weekly check-ins with students through an online SEL platform called Sown to Grown, in which students reported how they were feeling. Based on these reports, school counselors met with students individually as needed, and provided appropriate counseling services to them.

The school believes in maintaining a safe environment and speaks regularly with students, staff, and families to ensure that all appropriate data and areas of concern are addressed in order to provide a schoolwide safe learning environment.

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

City Heights Prep is located in an urban area with high-volume traffic and continues to collaborate with the City of San Diego and neighboring organizations to promote safety and awareness should issues arise. Strict procedures are in place to report suspicious behavior, and City Heights Prep actively communicates with the San Diego Police Department to help ensure a safe campus.

The school believes in the importance of ensuring that supports are in place for students who may need mental health referrals, and our school counselors assist with this process. We recognize the importance of both academic and social-emotional well-being; therefore, we have two school counselors for our small student population of approximately 160 students. Our counselors work diligently to build external partnerships that allow us to better connect students and families with resources. As a result, monthly information regarding mental health supports, human trafficking awareness, and other community resources is shared with staff, students, and families. These services and resources are discussed during formal school-wide family meetings, as well as through informal and individual parent meetings. During Back-to-School Night events, we invite outside organizations, including local health clinics and mental health providers, to share information and increase families' awareness of available services.

In addition, the school prioritizes positive interventions and supports. While not formally adopted as a program, restorative circles have been successfully implemented for the past four years to address conflicts between students and also between students and staff. As familiarity with the process has grown, usage has increased. In many instances, students now proactively approach staff to request restorative circles. This approach has helped address conflicts appropriately while fostering accountability and meaningful resolution. Schoolwide Citizenship Updates, an online student currency platform, monthly student awards and academic recognitions, and attendance incentives further support our PBIS-aligned efforts. These strategies target specific behaviors and promote positive choices, contributing to a stronger and more positive school climate.

City Heights Prep consistently reviews its policies and procedures and engages in both formal and informal conversations with stakeholders regarding school safety. We maintain ongoing dialogue with school counselors and facilities managers to identify areas needing attention and to complete renovations as necessary. The school has invested in security cameras, secured gates, a Verkada visitor sign-in system, a doorbell entry system, automatically locked office doors, and continuous campus maintenance and landscaping. Security cameras allow administrative staff to monitor entrances, exits, visitor parking areas, and multiple campus locations to ensure that only authorized individuals are present. We also engage students in conversations to gather their input and ideas on maintaining a safe school environment.

Supervision is a priority throughout the day. The school director, assistant director, facilities manager, school counselors, and teacher assistants are present before and after school to provide oversight. Staff members also supervise passing periods and lunch. Students are required to remain within school gates before the start of the school day under staff supervision. After school, students may participate in Study Hall or extracurricular activities and must sign in and out accordingly. Release times are adjusted as needed to ensure safe departures and accommodate parent requests. Parents are notified if a student enrolled in an after-school club does not attend, ensuring clear communication regarding student whereabouts.

To further promote safety, City Heights Prep has implemented a board-approved Volunteer and Visitor Policy. All visitors must check in and out at the front office and receive prior clearance before visiting campus or volunteering. Clearance must be obtained from the volunteer coordinator, school director, or assistant director. Individuals who volunteer more than once are required to provide fingerprint and TB clearance. The full policy is available on the school website or upon request at the front office.

Finally, City Heights Prep fosters a culture of open communication among staff and students. Regular check-ins address both academic progress and social-emotional well-being, ensuring that safety concerns are heard and addressed promptly. Staff members are encouraged to bring forward any safety concerns to administration, with the assurance that they will be reviewed and addressed through open dialogue.

The school remains committed to maintaining a secure learning environment. All classrooms are equipped with fully stocked emergency bags, locking doors, access to the San Diego Police Department contact number, and working telephones for internal and external communication. The front office also maintains a comprehensive emergency disaster kit to support preparedness efforts.

SITE EMERGENCY RESOURCE INFORMATION

Emergency Disaster Kit

This site maintains 1 kit and 12 emergency bags. The kit(s) are located in the School Office and the emergency bags are located in all classrooms, school library, school science lab, kitchen, and admin offices.

The Emergency Disaster Kit stores necessary resources for a site incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

Horn
Horn speaker
Batteries
Flashlights
Helmet
Duct tape
Hammer
Goggles
Blue vests
First aid essentials
Pencils & Pens
3x5 cards
Notebooks
Teacher name ad
Forms : Emergency, Health & Safety and Student roster

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander and/or Business Services Coordinator. The Site Incident Commander and/or Business Services Coordinator will conduct annual and monthly inspections of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site.

The responsibility to delegate the transport the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

Primary: Site Incident Commander Alternate: Operations Chief

Crisis Response Box

This site maintains a Crisis Response Box.

The Crisis Response Box is located in the Main Office.

The Crisis Response Box is a file folder type boxes. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- A current copy of the Site Emergency Plan which should include site evacuation procedures, including staging locations. Also, if they have access to it, included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of the site or school layout. The map must show all buildings, classroom numbers, and evacuation routes.
- If they have access to it, most current blueprint (architectural drawings).
- A current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.

- If available, current student photos on CD-ROM or most recent yearbook
- Telephone numbers listed in numerical order for each classroom/building

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will work with Police Services on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: Site Incident Commander Alternate: Operations Chief

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

Criterion 2: Child abuse reporting procedures

City Heights Prep has established clear procedures to ensure full compliance with mandated reporter laws and child abuse reporting requirements.

Mandated Reporters:

All employees are mandated reporters under California law. On their first day of employment, all staff sign a Child Abuse and Neglect Reporting Agreement acknowledging their legal obligation to report any known or reasonably suspected cases of child abuse or neglect. Staff are informed that reports must be made when there is “reasonable suspicion” and that no supervisor may impede or inhibit a report. Employees are also advised that their identity as a reporter remains confidential, they are granted legal immunity when reporting appropriately, and failure to report is considered a misdemeanor.

Mandatory Annual Training and Compliance Monitoring:

City Heights Prep requires all employees (certificated, classified, aides, support staff, and administrators) to complete state-approved Mandated Reporter training within the first six weeks of employment and annually thereafter. The school utilizes the California Department of Education (CDE) online Mandated Reporter training and now the CharterSAFE module to ensure consistency and compliance. Completion certificates are submitted to the Assistant Director and maintained in personnel files as proof of compliance. The administration tracks training completion annually and sends reminders to ensure 100% participation. Any alternative training method, if used, would be documented and reported in accordance with CDE requirements. While volunteers are not legally mandated reporters, the school strongly encourages them to complete training and to report any concerns to administration immediately.

Identification of Child Abuse and Warning Signs:

Annual training by the school counselors includes guidance on what constitutes child abuse and neglect, including physical injury, sexual abuse, negligent treatment, and willful harm or endangerment. Staff are trained to recognize potential warning signs such as unexplained injuries, sudden behavioral changes, signs of neglect, age-inappropriate sexual knowledge, chronic absenteeism related to home concerns, or other indicators of possible abuse. Staff are instructed that these warning signs do not require proof but should prompt immediate action based on reasonable suspicion.

Reporting Procedures:

City Heights Prep staff are explicitly informed that reporting to a supervisor or administrator does not satisfy their legal obligation. When there is reasonable suspicion of abuse or neglect, the mandated reporter must immediately make a report by telephone to the appropriate local law enforcement agency (San Diego Police Department or Sheriff) or to the County Child Protective Services agency. This phone report must be followed by the required written report within the legally mandated timeframe. While supervisors cannot prevent or delay a report, staff are encouraged to notify the school counselor or administration after making the official report so that appropriate student support can be coordinated on campus.

The school counselor and administration annually review reporting requirements, identification of warning signs, and reporting protocols during staff meetings and professional development sessions. These meetings also address how to support students’ social-emotional well-being when abuse is suspected or disclosed. City Heights Prep maintains documentation of all training and

signed agreements and can provide copies of the Child Abuse and Neglect Reporting Agreement upon request. Through clear procedures, annual training, and ongoing staff education, the school remains committed to protecting students and ensuring full legal compliance.

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

Disaster Plan

City Heights Prep is a small campus with limited space; however, we have implemented comprehensive safety measures to ensure the well-being of all students and staff.

The school has instituted a comprehensive Site Emergency Response Plan and board-approved Emergency Plan Policy that outline procedures for a wide range of emergency situations. These documents are available upon request in the front office and on the school website. The plan is reviewed, updated, and practiced annually in collaboration with staff, students, families, and members of the School Safety Planning Committee. As part of this review process, the school consults with local law enforcement, fire departments, and other first responders and notifies them of any updates to the Comprehensive School Safety Plan (CSSP).

Earthquake Emergency Procedures:

The school maintains earthquake preparedness and response procedures. Students and staff are trained in “Drop, Cover, and Hold On” procedures, which are practiced regularly. The process in what to do is shared with staff, students, and even visitors when we have them that day. Emergency numbers are posted in the school office and in every classroom.

Fire Drills and Fire Safety:

City Heights Prep alternates between the different drills monthly, this includes fire drills, in compliance with state requirements. As a campus with more than two classrooms and over 50 students, the school is equipped with a functioning fire alarm system, and the fire systems are checked by the Fire Department. Evacuation maps are clearly posted in all classrooms, and students practice orderly evacuation procedures to designated safe assembly areas.

Comprehensive Disaster Procedures:

The plan includes procedures for responding to bomb threats, hazardous materials or bioterrorism events, floods, power failures, intruders or solicitors, weapons or assault situations, hostage scenarios, explosions, and gas or fume releases. The plan also addresses potential toxic substance releases, including pesticides or hazardous materials from properties located within one-quarter mile of the school.

Age-Appropriate Drills and Regular Practice:

The school conducts monthly emergency drills, rotating between earthquake, fire, lockdown, and shelter-in-place procedures. All drills are age-appropriate and designed to ensure students understand expectations without creating unnecessary fear. In addition to drills, emergency scenarios are discussed during staff meetings, and role-playing exercises are used to strengthen preparedness across all staff groups, including certificated and classified employees. In May of 2025, the school underwent a Active Shooter training.

Crisis Response and Emergency Supplies:

City Heights Prep maintains a Crisis Response Box that contains critical resources such as campus maps, student emergency cards, key contact information, medical information, and essential response materials. Classrooms are equipped with emergency bags, and the school maintains a centralized emergency supplies kit to support response efforts during a disaster.

Pandemic Plan and Continuity of Operations (COOP):

The Comprehensive School Safety Plan includes a dedicated Pandemic Plan and related resources to guide preparedness and response during public health emergencies. Additionally, the school maintains a Continuity of Operations Plan (COOP) that clearly outlines personnel roles, essential functions, communication systems, and plans for maintaining continuous educational services during disruptions.

Adaptations for Students with Disabilities

City Heights Prep takes the safety of all students, including those with disabilities, very seriously. At enrollment, the school identifies any medical, mobility, sensory, or equipment needs and communicates these to staff. Necessary accommodations and resources are made available on-site, including in classrooms and emergency bags, to support both everyday learning and emergency situations.

During emergencies, staff are trained to ensure that students with disabilities are promptly assisted, with designated staff members assigned to check on their safety and provide support as needed. Parents or guardians are immediately notified of their child's status. All emergency plans and procedures are regularly reviewed and updated to ensure that they are fully accessible and inclusive, including clear instructions for mobility support, communication aids, and other individualized accommodations.

Public Agency Use of School Buildings for Emergency Shelters

To date, the school building has not been used as an emergency shelter. However, should the need arise, we will ensure that we follow all local and state requirements and procedures for those purposes.

City Heights Prep allows for the use of its campus, facilities, and equipment by public agencies, such as the American Red Cross and other emergency response organizations, for mass care and welfare support during emergencies.

Procedures include:

Coordination with Agencies: The School Director or designee will coordinate directly with public agencies to provide access to classrooms or other spaces as needed.

Notification and Approval: All use by public agencies must be pre-approved by school administration, ensuring that access is managed safely and efficiently.

Access and Security: Staff will ensure that areas used for emergency mass care are secured and that students, staff, and visitors are safely evacuated or separated from the agency's operations.

Communication: The school maintains contact with the agency and local emergency services throughout the duration of the use to ensure compliance with safety protocols.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

City Heights Prep serves students in grades 6–12 and is committed to implementing best practices that prioritize student growth, well-being, and continued access to learning. Students in grades 6–12 are consistently reminded that they can seek support from any trusted adult on campus, including counselors, teachers, administrators, and support staff. We intentionally foster an environment where students feel safe asking for help. Our discipline philosophy reflects both legal requirements and our belief that students learn best when they feel supported, connected, and understood. The school consistently utilizes a restorative approach when addressing behavioral concerns. Our goal is to work collaboratively with students and families to implement appropriate consequences and supportive strategies that directly target specific behavior concerns. Rather than focusing solely on punitive measures, we emphasize helping students develop better coping skills, decision-making strategies, and conflict-resolution tools. School suspension is always a last resort. Suspension, including supervised suspension, is used only when other means of correction have not been successful or when required by law for safety reasons. Our primary goal is always to keep students engaged in their academic environment while addressing behavior concerns in constructive and meaningful ways. Suspension or expulsion is never imposed solely due to truancy, tardiness, or other attendance-related concerns. Attendance issues are addressed through supportive interventions, family outreach, counseling support, and individualized plans aimed at identifying and removing barriers to consistent attendance. And also through our SARB team.

City Heights Prep ensures that all discipline and safety policies are informed by the required Assessment of Current Status of School Crime and uses crime mapping website to gather and share that data. School leadership regularly reviews suspension and expulsion data in collaboration with counselors and teachers as part of a comprehensive risk assessment process. During these data review discussions, the team analyzes trends over time, including increases or decreases in suspensions, patterns in behavior incidents, and

contributing factors. As well as then discussing ways to address those behaviors and incorporating supports. The conclusions drawn from this analysis directly inform school safety goals, targeted interventions, and continuous improvement efforts to better support students and maintain a safe learning environment. Our priority is to minimize suspensions whenever possible, provide meaningful supports, and keep students engaged in their academic learning environment. If a student is suspended, regardless of the number of the days, the school provides homework and assignments upon request from the parent, guardian, or student to ensure continuity of learning and minimize academic disruption. We believe the students should still be able to access their work and complete it. This is especially important for marginalized students, as we are committed to ensuring that all students remain in class, feel supported, and have access to their education while working through behavioral challenges in constructive and restorative ways.

The school prioritizes alternatives to suspension and expulsion through a Multi-Tiered System of Supports (MTSS) framework. This includes restorative practices, trauma-informed approaches, and Positive Behavioral Interventions and Supports (PBIS). We consistently implement research-based strategies designed to address and correct specific student behaviors rather than relying on exclusionary discipline. We also work with our students and families to discuss and implement practices that they believe would help them correct the behavior in question to ensure that they feel included in the process. We believe in collaboration and as a community, we work together on finding best approaches that do not result in immediate suspension. Restorative practices are embedded into our school culture. Students are given opportunities to reflect, repair harm, rebuild trust, and develop better strategies for decision-making and conflict resolution. And as mentioned earlier, many times, student request the restorative circles themselves. Through ongoing professional development, collaboration with counselors, and continuous review of our practices, City Heights Prep remains committed to maintaining a safe, equitable, and supportive learning environment. Our approach ensures that discipline is educational, restorative, and aligned with both legal requirements and best practices for student success. These approaches are reinforced through:

Two full-time school counselors who provide individual and group support.

A dedicated Social-Emotional Learning (SEL) class that explicitly teaches self-awareness, self-management, responsible decision-making, and relationship skills.

AVID classes, where social-emotional well-being, goal-setting, and personal responsibility are intentionally integrated into instruction.

In alignment with Education Code Section 48900(k), students in grades 6–12 are not suspended or expelled for willful defiance or disruption. The only exception permitted under law is a teacher’s temporary classroom suspension pursuant to Education Code Section 48910. Our policies fully reflect this prohibition and emphasize corrective and supportive responses instead. In practice, we work proactively with both students and staff to prevent situations from escalating to the point of classroom removal. Through restorative conversations, counseling support, problem-solving meetings, and clear behavioral expectations, we strive to identify solutions that allow everyone to feel safe and supported. Our goal is to maintain a learning environment where students have access to a safe and supportive classroom setting, and teachers have a safe and respectful teaching environment

These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or

guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). [Education Code § 47605(c)(5)(J)]

The school policy is provided below.

At City Heights Prep, suspension and expulsion procedures exist to ensure a safe and effective learning environment. Successful procedures provide for due process, are specific and concrete, and are supported by the school community. City Heights Prep regards suspension and expulsion as a last resort.

Additionally, the Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at City Heights Prep. In creating this policy, City Heights Prep has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. City Heights Prep is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as City Heights Prep's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. City Heights Prep staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Family/Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

City Heights Prep administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the School Director/Principal's office and/or main office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom City Heights Prep has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. City Heights Prep will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director/Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any

device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director/Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

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

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

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

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose

of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

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

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

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director/Principal or designee's concurrence.

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

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

-The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)

(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return

following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter

School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director/Principal or designee, the student and the student’s parent/guardian

or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director/Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days

before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this

determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The School Director/Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Director/Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

City Heights Prep shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from City Heights Prep as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the City Heights Prep shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to City Heights Prep for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Director/Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Director/Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the School Director/Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon City Heights Prep's capacity at the time the student seeks readmission or admission to City Heights Prep.

P. Notice to Teachers

City Heights Prep shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the

acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If City Heights Prep, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then

City Heights Prep may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation

determination, or City Heights Prep believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

City Heights Prep shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a

disability that prevents a written statement, to City Heights Prep supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other City Heights Prep personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

City Heights Prep shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

In accordance with Education Code 49079, City Heights Prep notifies certificated staff members when a student has engaged in serious acts described in Education Code 48900, particularly those involving violence, threats, weapons, assault, sexual misconduct, or other behaviors that may pose a risk to school safety. This requirement applies to students released from Juvenile Court placements as well as students for whom credible safety-related information is received from law enforcement, probation, or court officials.

Notification is provided to teachers, counselors, administrators, and when appropriate, substitute teachers who directly supervise the student. Whenever possible, notification occurs prior to classroom placement or as soon as reasonably practicable thereafter. Such information shall not be disseminated further except as necessary to communicate with the student, his/her parent or guardian, law enforcement personnel, probation officers, or other authorized individuals as required to effectuate rehabilitation or ensure safety.

Information is shared strictly on a need-to-know basis for the purpose of ensuring safety, appropriate supervision, and student rehabilitation. All information remains confidential and may not be unlawfully disseminated. Records received from courts or authorized agencies are maintained in a separate confidential file and are destroyed in accordance with legal timelines (upon graduation, release from juvenile court jurisdiction, or when the student turns 18, whichever occurs first).

City Heights Prep remains committed to balancing campus safety with the protection of student rights and confidentiality, ensuring that information is used solely to support safe learning and teaching environments. AND this will continued to be reviewed annually with staff.

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

City Heights Prep has instituted a board approved Harassment and Bullying Policy that outlines the different categories of bullying as well as how to report it, and what the consequences should be. A printed copy of the policy can be provided upon request. Additionally, it is uploaded to our school website and included below.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, City Heights Preparatory Charter School ("City Heights Prep") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, City Heights Prep will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. City Heights Prep school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom City Heights Prep does business, and all acts of City Heights Prep's Board of Directors ("Board") in enacting policies and procedures that govern City Heights Prep.

City Heights Prep complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment.

Harassment

includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

City Heights Prep.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's

identity in order to damage that person's reputation.

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

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
- Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
- Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of

bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created

the false profile.

- An act of "Cyber sexual bullying" including, but not limited to:
- The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

City Heights Prep has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

City Heights Prep advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

City Heights Prep informs its employees, students, and parents/guardians of City Heights Prep's policies regarding the use of technology in and out of the classroom. City Heights Prep encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

City Heights Prep employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. City Heights Prep advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at City Heights Prep and encourages students to practice compassion and respect each other.

City Heights Prep educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

City Heights Prep's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a nonaggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

City Heights Prep informs City Heights Prep employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

City Heights Prep annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other City Heights Prep employees who have regular interaction with students.

City Heights Prep informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

City Heights Prep also informs certificated employees about the groups of students determined by City Heights Prep and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

City Heights Prep encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for City Heights Prep's students.

Complaint Procedures

Scope of the Complaint Procedures

City Heights Prep will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with

a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on

a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

- Submitted to the City Heights Prep UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained

knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

City Heights Prep will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of City Heights Prep's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of City Heights Prep's Title IX Policy and UCP is available online and at the school office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the School Director (or the Board Chair if the complaint is against the School Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and City Heights Prep will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the School Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with his Policy.

City Heights Prep acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by City Heights Prep on a case-by-case basis.

City Heights Prep prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the School Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the School Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the School Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the School Director, a Board member who is not the Board Chair will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from City Heights Prep or termination of employment.

Right of Appeal

Should a complainant find City Heights Prep’s resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of City Heights Prep’s decision or resolution, submit a written appeal to the Chair of the City Heights Prep Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize City Heights Prep to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by City Heights Prep:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of City Heights Preparatory Charter School (“City Heights Prep”) to prevent and address sex discrimination, including but not limited to sexual harassment, sexbased hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

City Heights Prep does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.1 City Heights Prep will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in City Heights Prep’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom City Heights Prep does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to

the City Heights Prep Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by City Heights Prep. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by City Heights Prep to provide an aid, benefit, or service under City Heights Prep's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from City Heights Prep's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - o The degree to which the conduct affected the complainant's ability to access City Heights Prep's education program or activity;
 - o The type, frequency, and duration of the conduct;
 - o The parties' ages, roles within City Heights Prep's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - o The location of the conduct and the context in which the conduct occurred; and
 - o Other sex-based harassment in City Heights Prep's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - o Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - o Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - ? The length of the relationship;
 - ? The type of relationship; and
 - ? The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - o Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - o Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - o Shares a child in common with the victim; or
 - o Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - o Fear for the person's safety or the safety of others; or
 - o Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term

or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through City Heights Prep.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - o Rape, sexual battery, molestation or attempts to commit these assaults.
 - o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in City Heights Prep's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) City Heights Prep's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in City Heights Prep's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to City Heights Prep that objectively can be understood as a request for City Heights Prep to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of City Heights Prep whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom City Heights Prep has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated City Heights Prep's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to City Heights Prep's education program or activity, including measures that are designed to protect the safety of the parties or City Heights Prep's educational environment; or (2) provide support during City Heights Prep's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of City Heights Prep ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Merdin Mohammed

Assistant Director

4260 54th Street, San Diego, CA, 92115

(619) 795-3137

Email: mmohammed@cityheightsprep.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Dr. Elias Vargas

School Director

4260 54th Street, San Diego, CA, 92115

619-795-3137

evargas@cityheightsprep.org

The Coordinator is responsible for coordinating City Heights Prep's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure City Heights Prep's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the

Coordinator. City Heights Prep will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

City Heights Prep acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

City Heights Prep prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes City Heights Prep from requiring an employee or other person authorized by City Heights Prep to provide aid, benefit, or service under City Heights Prep's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at City Heights Prep, if any, can be found on the City Heights Prep website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;

- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether City Heights Prep could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents City Heights Prep from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within City Heights Prep's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or City Heights Prep's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Elias Vargas, School Director, at 619 – 795 – 3137 or evargas@cityheightsprep.org, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of City Heights Prep's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under City Heights Prep's Title IX grievance procedures, City Heights Prep may offer an informal resolution process to the parties. City Heights Prep does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- o The allegations;
- o The requirements of the informal resolution process;
- o The right to withdraw and initiate or resume the grievance procedures;
- o That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- o The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- o What information is retained and whether and how it may be disclosed by City Heights Prep for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. City Heights Prep will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

City Heights Prep has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in City Heights Prep's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

City Heights Prep requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

City Heights Prep will treat complainants and respondents equitably. City Heights Prep presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

City Heights Prep may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

City Heights Prep allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

City Heights Prep will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

City Heights Prep will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, City Heights Prep will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

City Heights Prep may dismiss a complaint if:

- City Heights Prep is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in City Heights Prep's education program or activity and is not employed by City Heights Prep;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and City Heights Prep determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint,

if any, would not constitute sex discrimination under Title IX even if proven; or

- City Heights Prep determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, City Heights Prep will make reasonable efforts to clarify the allegations with the

complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable City Heights Prep policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- City Heights Prep's grievance procedures and any informal resolution process;

- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and

location(s) of the alleged incident(s), to the extent that information is available to City Heights Prep;

- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if City Heights Prep provides a description of the evidence, the parties are entitled to an

equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

City Heights Prep may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with City Heights Prep's policies.

City Heights Prep may remove a respondent from City Heights Prep's education program or activity on an emergency basis, in accordance with City Heights Prep's policies, provided that City Heights Prep undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. City Heights Prep has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by City Heights Prep to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless City Heights Prep obtains that party's or witness's

voluntary, written consent for use in the grievance procedures; and

- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific

incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply

the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

City Heights Prep will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find City Heights Prep's determination unsatisfactory, the party may, within five (5) business days of notice of City Heights Prep's determination, submit a written appeal to the Chair of the City Heights Prep Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from City Heights Prep or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by City Heights Prep including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within City Heights Prep's education program or activity.

No party, witness, or other person participating in City Heights Prep's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on City Heights Prep's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

City Heights Prep will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the City Heights Prep employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to City Heights Prep's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of City Heights Prep's obligations under:

o 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and

o 34 C.F.R. §106.44(j), which includes rules on disclosures of personal information;

- Provide City Heights Prep’s Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student’s licensed healthcare provider, or if the student so chooses, the time allowed under any City Heights Prep leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student’s return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing City Heights Prep’s grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

City Heights Prep will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions City Heights Prep took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. City Heights Prep will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____
Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize City Heights Prep to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

Print Name

To be completed by City Heights Prep:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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

City Heights Prep had instituted a board approved (Student) Dress code that explains in detail what the requirements consist of, as well as what the consequences will be if they are not followed. A printed copy of the policy can be provided upon request. Additionally, it is uploaded to our school website and included below.

(Student) Dress Code:

In order to meet the goals of the City Height Prep Charter School (“CH Prep”) to provide a safe, secure, and orderly learning environment for all students, foster school unity and pride, and allow students to focus on learning, CH Prep has adopted this dress code to ensure that student clothing, jewelry and other accessories remain appropriate to the educational environment.

City Heights Prep recognizes that the basic responsibility for the grooming and dress of the students rests with the parents. It is desirable that students have a meaningful degree of personal freedom, while accepting reasonable limits and regulations. However, City Heights Prep adheres to the federal and state mandates that students be provided with a quality education in a safe, secure, peaceful, and wholesome learning environment. Therefore, school personnel cannot avoid making decisions regarding the appropriateness of dress and grooming in the school setting, especially when health and safety factors are involved.

CH Prep also recognizes the importance of providing a school environment that will strongly discourage student gang-related dress and behavior. It is, therefore, a goal for the school to create a caring atmosphere for each student which will deter such involvement. The Board finds the wearing of gang-related signs, insignia, distinctive modes of dress denoting gang affiliation, and gang-related behaviors by students constitute a substantial disruption of school and school-related activities, and regulation of student dress is necessary for the health and safety of the school environment. This dress code is aimed, in part, at eliminating gang-related behavior. Parents of students who wear gang-related dress will be advised that the wearing of such apparel by their children place them at risk of unintended harm.

No pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents choose not to have the pupil comply with the school dress code policy. City Heights Prep does not prohibit the wearing of religious attire when such attire is a part of the student’s religious practice, such as yarmulkes or hijabs. Questions regarding the dress code should be directed to the Executive Director.

The following dress code was established with administration, staff, student, and parent input while adhering to state law, regulations, and mandates. Dress code may be subject to change and final decisions will be made at the direction of the School Director.

GUIDELINES FOR SCHOOL ATTIRE:

1. Articles of clothing related to a group or gang who provoke others to act violently or to be intimidated by fear of violence shall not be worn on campus. This includes, but is not limited to:

- ALL "Non-City Heights Prep" caps, hats, beanies, etc. Only headgear displaying the City Heights Prep logo is allowed, except when otherwise specified
- Excessive wide, baggy and long pants/shorts. All pants/shorts must be worn correctly (e.g. on waist)
- Any gang related attire is not permitted - to be determined by the school administration.
- Any tagging related attire is not permitted (e.g. spray can or sharpie print shirts)

2. Clothing, jewelry and articles must be considered safe and free of sexually related obscene or dangerous symbols. These items shall include, but not limited to:

- Spiked accessories or clothing
- Jewelry that hangs more than 1 inch.
- Backpacks with gang tagged related graffiti.
- Chains of any size, including wallet chains.
- Belt buckle with dye-cut initial.

3. Shoes must be worn at all times

- No steel-toed shoes or open toed sandals.

4. No student is permitted to attend school if his/her appearance is disruptive to the educational process. Specifically considered inappropriate school attire is:

- Sweatshirt hoods may not be worn over the head while in class, and should only be used when weather is cold and/or raining.
- Shorts or skirts which are shorter than mid-thigh. Shorts or pants with holes above mid-thigh.
- Crop tops or bare midriff tops. Strapless or one strap halter tops.
- Sheer or revealing clothing.
- Visible undergarments Tops must be long enough to cover the tops of pants, or skirts completely around the waist. Shorts, skirts and dresses must maintain an appropriate length when standing, walking or sitting.

5. Printing on clothing, jewelry or articles such as backpacks should not depict or promote drugs, alcohol, tobacco, or any controlled substance. Clothing that expresses racial, ethnic or religious prejudice is not allowed.

Restorative Actions:

- 1st Incident: Chains, hats, or other offending articles shall be confiscated. Student must change into school issued attire, and parents may be notified.
- 2nd Incident: Student must change into appropriate attire. Parents will be notified. Student must attend after school restorative conferencing.
- 3rd Incident: Student may be sent home to change. Parent conference will be required.
- 4th Incident: Student may be banned from school activities and/or suspended.

* School Issued Attire not returned can result in a fine.

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

Walk to School: Pedestrian injured are a leading cause of unintentional injury related deaths among Children ages 5-14.

To avoid injury:

- Never let children under 10 cross the street alone.
- Teach children to recognize and obey traffic signals and pavements markings.
- Teach children to not talk to strangers, take anything from strangers, or share any information with strangers.
- Choose the safeties route home and school. Practice walking it with children until they can demonstrate traffic

awareness.

Remind kids to:

- Cross streets only in crosswalks; never enter streets from between parked cars or behind shrubbery.
- Always look both ways before crossing the street.
- Walk-don't-run-across intersections.
- Use same route every day and avoid shortcuts
- Have easy access to phone and with emergency contact phone numbers in phone in case of an emergency
- Don't speak to strangers; if a stranger approach, tell a trusted adult such as a parent or teacher.

Riding the Bus: Thousands of district students take the bus each day, this includes MTS services. Although bus travel is one of the safest ways to get to and from school, injuries can still occur. Most injuries take place when children are getting in or off the bus.

Safety tips for riding the bus:

- Arrive at the bus stop at least 10 minutes before the scheduled arrival of the bus.
- Stay out of the streets and don't horseplay while waiting.
- Remain seated and keep head and arms inside the bus at all times.
- Do not walk in the driver's "blind spot"- the area from the front of the bus to about 12 feet in the front of the bus.

Bicycles are associated with more childhood injuries than any other consumer product except motor vehicles. To promote student safety, City Heights Preparatory Charter School encourages responsible and safe practices when students ride bicycles, electric scooters, skateboards, or similar transportation devices to and from school.

- Check with the school director to make sure bicycles or other transportation devices are allowed and stay on sidewalks when possible
- Wear helmet! State law requires it and failure to wear one could result in a traffic citation. Helmets can reduce the risk of head injury by as much as 85 percent.
- Obey rules of the road: the rules are the same for all vehicles, including bicyclist.
- Know and use appropriate hand signals
- Choose the safety route between home and school and practice it with children until they can demonstrate traffic safety awareness.

Driving: Motor vehicle accidents are the leading cause of unintentional injury-related deaths among children age 14 and under.

To reduce the risk of injury:

- Always use children safety seats and safety belts correctly when driving or riding in a car.
- Arrive early—especially in the first few weeks of the school and use the school's designated student drop off a pick up zones.
- Do not double park or make U-turns in front of the school.
- Children should enter and leave the car on its curbside.

The school also has a visitor and volunteer policy in place as an additional preventive safety measure.

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

Goal

Safe and orderly school environment

Component:

Throughout the Parent and Student Handbook, we outline the manner in which City Heights Prep creates a safe school environment, but also an effective discipline policy.

Element:

During the 2025–2026 school year, additional safety updates were made to the facility. These improvements included a re-

evaluation of the placement of security cameras to ensure optimal coverage and the removal of an unstable fence in the student patio area, which was replaced with a new, secure fence. As well as the removal of the fence in the garden area.

Several facility upgrades were also completed. New flooring was installed in parts of the front office building and in one classroom, and all student bathrooms were fully renovated with new flooring, toilets, sinks, and updated fixtures. In a classroom where science equipment is used, a new sink and appropriate safety tables were installed to enhance instructional safety. Building D received new carpeting in all classrooms, fresh paint, and ceiling replacements. The ramps to Building D were repaired due to prior safety concerns, and an unsafe fence in the rear garden area was fully removed. And there was new paint also in Building C.

Additionally, overgrown trees in the parking lot were cleared again to improve visibility and overall safety. The school has also entered into an agreement with a new vendor, Cintas, to conduct regular checks and restocking of cleaning and safety supplies.

The updated visitor check-in system now includes a full background screening when visitor ID cards are scanned. The school continues to monitor safety needs and implement ongoing updates to ensure a secure and well-maintained campus environment.

We also have three sensors that can detect vaping and THC, located in each student bathrooms.

Opportunity for Improvement:

Continue to monitor that placement of the cameras provide best angles and all "blind spots" have been addressed. As well as looking into ordering more and continuing to monitor the trees as they grow. And continue to have conversations with students, staff and families for other gaps of safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

Ongoing Professional Development and Safety Trainings

Component:

Throughout professional development sessions at the start of the school year and during new hire onboarding, staff engage in training and collaborative discussions to review and strengthen school safety measures.

Element:

It is essential that the school continuously review and update the Comprehensive School Safety Plan, not only on an annual basis but regularly throughout the school year. Ongoing review ensures that staff remain informed of any revisions to protocols and procedures and that safety practices are consistently reinforced and practiced. Regular reminders and discussions help maintain preparedness and ensure that procedures become second nature in the event of an emergency.

Equally important is the continued engagement of students and families in the safety planning process. Providing opportunities for input and feedback during meetings fosters transparency, shared responsibility, and a more holistic approach to school safety. Involving all stakeholders helps ensure that the plan remains current, responsive to community needs, and aligned with best practices, while promoting a collective understanding of policies and procedures across the entire school community.

Opportunity for Improvement:

Continue to find ways to increase student engagement in these discussions and trainings.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

Prevent the possession, use, or distribution of any unauthorized substances on school campus.

Component:

Installation of Sensors

Element:

The installation of sensors in the restrooms detect any kind of unknown or possible drug use on school grounds (including the use of vapes and THC).

Opportunity for Improvement:

Continue to check that the sensors are working properly and update when necessary and continue to have conversations with students, staff and families.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

City Heights Preparatory Charter School Student Conduct Code

See Suspension and Expulsion Policy mentioned earlier in the report or on our school website.

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

CITY HEIGHTS PREP HATE CRIME REPORTING PROCEDURES ALIGN WITH THAT OF CALIFORNIA CIVIL RIGHTS DEPARTMENT (CRD)

The school administrators should be made aware of any hate crimes that have happened on campus so that they can investigate properly, but also so they can provide the employee with additional information should the hate crime happen off campus. CRD has established a non-emergency reporting hotline and portal in which people can access to report any hate crimes. Reports can be made at <https://stophate.civilrights.ca.gov/s/> at any time in 15 languages. People also can report an incident by calling (833) 866-4283 or 833-8-NO-HATE, Monday to Friday from 9 a.m. to 6 p.m., and talking to a trained civil rights agent in over 200 languages. Outside of those hours, people can leave a voicemail or call 211 to report a hate incident and seek support from a professional trained in culturally competent communication and trauma-informed practices.

CALIFORNIA MANDATED REPORTING EASY STEPS...

WHAT MUST BE REPORTED and HOW TO REPORT CHILD ABUSE ARE BELOW!

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

Bv Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff 's department.

1. Child Welfare Services phone # 858-560-2191
2. City Heights Police Department phone # 619-516-3000

* Not all students live in City Heights, which is why the Police Department of the city of the home address of the student must be called.

3. Sheriff 's Department phone # 858-974-2222

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://lag.ca.gov/childabuse/pdf/ss_8572.pdf

Other information:

- Safeguards for Mandated Reporters:
- The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
- Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
- Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164-11174.3.

This document and Mandated Reporting information can be found at www.mandatedreporter.ca.com

(J) Procedures to Prepare for Active Shooters

In May of the 2025 school year, City Heights Prep staff participated in a comprehensive training focused on responding to an active shooter scenario. The training was highly realistic, with staff guided through role-playing exercises to practice appropriate responses and decision-making in a controlled environment. This hands-on experience emphasized the importance of remaining calm, following established protocols, and ensuring student safety in the event of a critical incident.

These procedures are designed to address the specific needs of our campus and community while prioritizing the safety of students, staff, and visitors. Should an actual situation occur, the school's procedures align with law enforcement guidance. The San Diego Police Department would coordinate next steps, and the school would immediately implement a full lockdown. All appropriate personnel, including staff, students, and emergency contacts, would be notified promptly to maintain safety and ensure a coordinated response. This training and planning are key components of the school's ongoing efforts to prepare for potential armed threats while prioritizing the safety of the school community.

Procedures for Preventing Acts of Bullying and Cyber-bullying

City Heights Prep recognizes that digital technology, including mobile devices, social media, gaming platforms, and internet-based tools, plays a significant role in students' academic, social, and emotional development. In alignment with the American School Counselor Association (ASCA) position on student safety with digital technology, the school is committed to promoting responsible, safe, and ethical technology use while proactively addressing risks that may compromise student safety or well-being. And also references to training resources provided by California Department of Education (CDE) online training resources on addressing and preventing bullying and cyberbullying to all of its staff at City Heights Prep annually.

1. Identification of Digital Safety Risks

Student use of digital technology (mobile devices, social media, gaming platforms, internet tools) may expose students to risks including:

Cyberbullying and online harassment
Invasion of privacy and disclosure of personal information
Inappropriate or unsafe online communications
Access to inappropriate content or media
Sexual exploitation, predators, or human trafficking
Excessive or unhealthy use of digital devices, gaming, or social media

2. Schoolwide Prevention and Education

City Heights Prep shall implement proactive, developmentally appropriate strategies to prevent bullying and cyberbullying:

Student Instruction:

Digital citizenship and responsible online conduct

Healthy technology use and digital balance

Mental health impacts of digital habits

Parent/Guardian Education:

Technology supervision and monitoring

Recognizing signs of cyberbullying and online risks

Staff Training:

Identifying and responding to bullying and cyberbullying

Supporting students impacted by digital safety incidents

Peer Support Programs:

Bystander awareness and peer-helper initiatives

Promoting responsible technology use

3. Role of the School Counselor

The school counselor shall:

Educate students and families on digital citizenship, responsible technology use, and online safety.

Collaborate with administrators, teachers, staff, families, and community partners to address bullying and cyberbullying.

Provide culturally responsive counseling supporting:

Responsible decision-making

Self-management and social skills

Awareness of digital footprints and online behavior

Address individual and systemic concerns related to harmful technology use.

Advocate for policies that balance student safety, privacy, and equity.

4. Reporting and Early Intervention

Students, staff, and parents/guardians may report suspected bullying or cyberbullying to school administration or designated personnel.

Reports may include incidents on or off campus if they substantially disrupt the school environment or learning.

Reports indicating threats of harm to self or others will be reviewed collaboratively and addressed according to crisis response procedures.

5. Response to Cyberbullying Incidents

Cyberbullying incidents affecting the school environment shall follow the school's bullying and discipline policies.

The school counselor may provide short-term counseling, consultation, and referrals.

School teams will collaborate to address online incidents as appropriate.

6. Parent/Guardian Notification and Support

Parents/guardians and administration will be notified when a student poses a serious or foreseeable risk of harm.

The school counselor shall ensure procedures include:

Timely notification of parents/guardians when safety concerns arise

Providing resources and referrals

Clear emergency procedures when counselors are unavailable

7. Confidentiality and Ethical Use of Technology

Staff shall follow all ethical, legal and school guidelines regarding technology use and confidentiality.

Measures will be taken to protect the security of student information stored or transmitted electronically. Staff shall maintain professional boundaries and not use personal social media or communication accounts with students unless authorized by administration.

8. Program Review and Continuous Improvement

Digital safety and cyberbullying prevention efforts shall be reviewed periodically using:

Incident reports

Referrals

School climate surveys

Other relevant school data

The review will guide continuous improvement of school safety practices.

Opioid Prevention and Life-Saving Response Procedures

The school adopted a Naloxone and Opioid Antagonist Policy in September 2022. City Heights Prep staff has not only been informed about the policy, but administrative and office staff have also received training on how to administer the naloxone nasal spray should we ever need it. We have 12 onsite and to date have not had to use any of them.

The policy is included below.

Naloxone Policy Purpose and Scope

To establish guidelines and regulations governing the utilization of naloxone nasal spray administered by City Heights Preparatory Charter School. The objective is to treat opioid overdoses and get those overdosed transported to an emergency department to reduce the number of fatal overdoses.

It is the policy of City Heights Preparatory Charter School that admin and office staff are trained in the use of the naloxone and that Elias Vargas shall be the Program Administrator. The Program Administrator shall be responsible for the overall administration, evaluation, maintenance and equipment of the program. Duties shall include, but not necessarily be limited to the following:

- (a) Ensuring an adequate supply of appropriate naloxone nasal spray is available
- (b) Coordinating and overseeing training
- (c) Assuring the maintenance of training, inspection and other program records.
- (d) Conducting periodic evaluations to ensure that the provision of the program are being implemented. Evaluations should include consultation with the employees who use naloxone nasal spray, their supervisors, job task assignment and a review of program records.

Response Procedures for Dangerous, Violent, or Unlawful Activities

In any case, the school administrator will be notified, as well as the San Diego Police, school campus security officer, facilities manager and other appropriate admin. When appropriate, the school admin will also notify staff, students, and families. The school will then follow local law enforcement recommendations on the next steps they should take and will discuss internally what additional preventive measures should be put into place to ensure safety as best as possible. The school will ensure that they also consult with their attorneys for advice and legal recommendations and support throughout the process. Additionally, the school will notify the governing board should this ever happen.

Instructional Continuity Plan

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 02/24/2026 and adopted by City Heights Preparatory Charter School on 02/27/2026 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, City Heights Preparatory Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

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.

In the event of a power outage or damage to the infrastructure, which may impact two-way communication, devices such as walkie-talkies or hand-held radios may be used to communicate between staff members to ensure student safety or using of their own personal devices such as cellphones to communicate.

Support for Unique Needs

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

To support the social-emotional and mental health needs of students, both school counselors and Education Specialist will be made available to provide strategies and resources. The counselor will also provide virtual meetings and digital resources for all students to access. In supporting students' academic needs, all assignments will be made available online with scaffolds embedded. If more intensive support is necessary, virtual meetings between the student and teacher will be arranged.

Access to Instruction

Timeline for Access to Instruction

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

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

Based on current processes, teachers provide all students with access to instructional materials through Google Classroom. In the event of a school closure, a daily instructional schedule will be shared with students and parents via phone calls, emails, and postings on Google Classroom, and our parent engagement app. Once the schedule is established, virtual classes will be conducted, and assignments will be made available online. All Google Classrooms are synced to Thrillshare; as such, parents will be notified of daily schedules, assignments, and updates provided to students on Google Classrooms. Students and staff may use Zoom to meet and continue receiving instructional support, along with other methods that best meet the needs of students and teachers.

If a student requires access to Wi-Fi or a computer, both will be provided. Students may pick up devices from the front office, or necessary materials will be delivered by a staff member if needed.

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

City Heights Preparatory Charter School will implement remote instruction in alignment with Education Code Sections 51747 and 51749.5 and will adhere to the school's Board-approved Independent Study (IS) Policy. All remote instruction will follow the procedures, requirements, and instructional standards outlined in the IS Policy to ensure compliance and maintain program quality equivalent to independent study and that students still have access to learning instruction and materials.

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.

For classes that require materials outside of digital resources, pick-up will be made available through our front office. For students without access to reliable wifi or a laptop; mifis and Chromebooks will also be made available for pick-up in the front office.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

All students will be provided by the school with access to all necessary instructional supplies, including online instructional platforms, to fully engage in their education.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

City Heights Preparatory Charter School will adhere to this policy and fully support pupils and families in enrolling in or being temporarily reassigned to another site, school district, county office of education, or charter school in the event that an emergency or natural disaster disrupts in-person instruction. The school is committed to ensuring continuity of learning and will provide guidance and assistance throughout the transition process as needed.

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.

The staff at City Heights Prep uses ThrillShare to directly communicate with parents regarding school information and student engagement. Students and families are also contacted regularly via text, email, and/or phone call. Through this process information will be made available, as well as through the school's website. Information will be made available through the aforementioned methods either bi-monthly or with increased frequency based on immediate need.

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 teachers and students have been trained to use such digital platforms as; Google Classroom, Google Docs, IXL, i-Ready, Common Lit, and several more. For students who have need to complete Independent Study, a contract between the school, student, and family is available as means of communication regarding how to access assignments for the continuation of learning. All teachers in this instance will continue to provide access to assignments via Google Classroom and to prepare instructional materials for assignments that cannot be completed virtually.

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 teachers and staff members are well-versed in methods for providing standards-aligned learning using virtual methods. In the event that learning has transitioned from in-person to online, meetings using Zoom or Google Meet will be made available for academic check-ins, virtual office hours, and tutoring to support learning. Additionally, check-ins to support mental and social-emotional needs will also be provided as a means of supporting the whole student.

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.

All students and staff will be provided with computers to participate in distance learning. Staff members will call the homes of all families to ensure that students have a device at home to participate in distance learning. If they do not, the school will ensure that they are provided with a school computer. When students and families come to collect technology and schedules within the first week, staff will be on site to set up online platforms for students, such as PowerSchool and Google Classroom. Following that, video tutorials on how to access online platforms and specific websites will be offered and uploaded to Google Classroom as a resource for families and students who need additional support. Also, the staff will ask about their access to connectivity, and when needed, provide them with information about connectivity services at reduced prices. In addition, the staff will ensure that both parents and students know how to access the online platforms that the students will be using. Lastly, the school's counselor will provide a survey

that allows staff to collect real-time data on the needs of the students. Embedded in the culture of the school is a great relationship between parents, teachers, staff, and students, which further allows all parties to communicate needs quickly. In preparation for digital learning, all assignments will be uploaded to Google Classroom, which mirrors practices currently taking place. Teachers have been trained in developing lessons with embedded supports for students with an IEP or for EL students. Scaffolds and supports, such as sentence starters and images will be provided to accompany the assignment and within created slide decks. Translation for EL students are provided within slide decks along with images to support language development.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Our Education Specialist will contact families to discuss with families weekly meetings for structured academic support to meet minutes required according to their IEP. In addition to working with students to obtain SAI minutes, the education specialist will provide additional tutoring sessions to support learning taking place in the classroom. They will also contact classroom teachers for information regarding whole-class meetings. The education specialist will also push-in to whole class meetings to observe the lecture and meet with students in a breakout room to provide additional support. In addition to weekly meetings for academic support, online Zoom meetings will occur to assess student learning and to determine IEP goals. The education specialist will host IEP meetings with all required participants using platforms such as Zoom or Google Meet.

English Learners (EL)

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

EL students will be provided with the resources and supports to participate meaningfully. Assignments will include supports such as; sentence starters and frames, word boxes, guiding questions and visual aids. Students will have access to Thinking Maps and graphic organizers to interact with concepts and make connections that encourage learning. In virtual class meetings, slides will include translation and when available captions will be provided to assist students in their development of the English Language. Students will also be paired with peer who speaks the same first language to assist in understanding assignments and providing translations. If their is not a peer who shares knowledge of the same first language, they will have the opportunity to work with peers to increase their skills in both speaking and listening in English. Teachers will also provide tutoring during daily office hours to support learning and provide one on one support.

Professional Learning

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

The LEA will provide weekly or bi-monthly professional development. Content-Area or Grade Level departments will meet to discuss the needs of the students they serve and strategies to continue providing access to rigorous, supported coursework that is accessible for all students. This may include the administrator running meetings and bringing in valuable information and resources to assist the staff, or the staff running meetings and sharing the resources and tools that they are using to support each other. Additionally, depending on availability and the needs of the staff, additional resources will be provided, as well as technological support. The LEA will continue to work with the staff to ensure that they have all of the resources and support they need to provide online learning, and when a need is present, the LEA will work towards finding online resources or webinars that can provide additional support.

Well-Being and Support Services

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

The LEA will work with students to provide access to professionals and resources for physical and mental health. The guidance counselor can provide the contact information to resources either within the community or who can provide assistance in locating professionals for their specific needs. Facilities such as the City Heights Family Health Care Center can provide students access to physical health care providers that speak languages other than English. Another resource that can be provided to students for mental health services is Care Solace, which also can provide access to professionals who speak languages other than English.

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

The LEA will work with community organizations to provide access to back-up, food, water and medicines in the case of an emergency. The administration and guidance counselors will contact members of the community and school partners to help in organizing resources.

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.

Families will be contacted via ThrillShare and through phone calls from school staff with information regarding the continuation of school programs. In AVID classes, a schedule of services such as after school tutoring and programs will be provided to students. Our guidance counselor and education specialist will reach out to students to set up virtual meetings as a way to continue providing services specific to their offices. The LEA will ensure that all students have access to breakfast and lunch information. City Heights Prep prioritizes students' access to meals, as this is viewed as an important factor in increased attention, motivation, and healthy habits. In the event of a school closure, families would be provided with a window of time during which they can pick up both breakfast and lunch meals for their child(ren) daily. The school will have a designated pick-up time during which families can pick up the breakfast and lunch meals. And continue to gather feedback from families and students on any other support areas for them.

Site-Based Collaboration

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

City Heights Prep has engaged in a variety of efforts to solicit stakeholder feedback, such as sending requests through a parent engagement app called ThrillShare, making phone calls, asking teachers to post announcements on Google Classroom, and posting details to the school's website to encourage participation. The school has also ensured that translators are available based on the stakeholders' preferred languages. The Learning Continuity Plan was discussed with stakeholders, and they were asked to provide feedback, which was noted and later discussed to see how and what was able to be implemented.

Return to Site-Based Learning

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

City Heights Prep will ensure that all of its students will have a safe environment from which they can learn. This includes notifying students and staff members regarding safety guidelines determined by the state, district, or school itself. Practices that are in continuous implementation as a result of the return to in-person learning is for students to have access to materials of their own (1:1) so they don't have to share, hand-sanitizer being available, and classrooms being cleaned and disinfected on a daily basis and deep-cleaned on a weekly basis. The teachers continue to assess where the students are performing academically and find ways to bring them up to the current grade level or where they should be based on their grade level. This will be accomplished in a supportive environment in which the students' learning needs are priorities and the students are provided with additional resources and help. This can include anything from taking books home to read or using online platforms for practice, to working with a teacher during after school tutoring. An analysis based on testing data will be provided so that the teachers will have a better idea of where they should start with their instruction to ensure that the students learn what they've missed, and have the information needed to continue on with their learning based on the common core standards.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

The Instructional Continuity Plan will be reviewed with Educational Partners on an annual basis and revised within the Comprehensive School Safety Plan when applicable. Changes to state or federal mandates for safety will be reflected in the plan, as well as feedback from all school stakeholders.

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.

Staff notify the schoolsite administrator or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a schoolsite:

1. Initial Contact: Explain to the official that staff must first notify and receive direction from the site administrator
2. Purpose: Ask and document the official's stated reason for being at the schoolsite
3. Documentation: Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing schoolsite access
4. Record Keeping: Make and retain copies of documentation the official produces
5. Exigent Circumstances: If the official declares exigent circumstances (such as a felony in progress on the schoolsite) and demands immediate access, comply with orders and immediately contact the site administrator
6. Levels of Response: If no exigent circumstances exist, respond according to the official's documentation:
 - o ICE or other administrative warrant: For warrants not signed by a judge, do not permit entry to nonpublic areas of the schoolsite. Refer to site administrator.
 - o Judicial/court-issued warrant or court order: Compliance is usually required to follow what is described in the court-issued order. When feasible, consult schoolsite administrator or legal counsel for next steps
 - o Subpoena: Physical access to the schoolsite is not required. Subpoenas seek documents. Inform the schoolsite administrator and await instructions. Do not permit entry to nonpublic areas
7. Cooperation Without Consent: While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent

Required Notification Recipients

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

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

All groups, including parents and guardians, teachers, administrators and personnel will be notified of their presence.

Notification Timing

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

Charter School notifies parents or guardians as soon as practicable.

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.

City Heights Prep maintains strict visitor and volunteer protocols to ensure student safety and privacy. All visitors, including federal agents or law enforcement personnel such as ICE, must check in at the front office and provide proper identification and documentation for purpose of the visit. The Administrative Assistant notifies the School Principal and Assistant Director, will ensure appropriate supervision while on campus.

School staff follow all applicable federal, state, and local laws regarding student privacy and protection. ICE or any federal agency does not have automatic access to students or classrooms. The school ensures that any interactions comply with legal requirements and that students' rights and safety are protected at all times.

Communication with families and staff regarding external agency visits is handled in a way that maintains safety and transparency, while respecting confidentiality and federal/state regulations.

Privacy Constraint

The notification shall not include any personally identifiable information.

Charter School requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

Charter School's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case, Charter School does not release it. Charter School permanently keeps consent notices with record files.

Charter School avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. Charter School provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. Charter School provides annual notice of this policy, including directory information and opt-out rights.

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 school ensures that all required recipients are notified promptly in the event of an emergency or safety concern. Notifications are sent using secure, reliable two-way communication methods, including email, phone calls, our online school app, and the school website, which allow for push notifications or alerts to be sent to all stakeholders simultaneously. These communication channels are regularly maintained and updated to ensure they remain effective, secure, and accessible to staff, students, and families. Families are also always encouraged to always ensure that the school has the most up to date contact information for students.

Emergency Preparedness

Charter School encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

Charter School permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. Charter School uses emergency card information only for specified emergencies, not for other purposes.

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).

Charter School provides the Know Your Educational Rights handout to all families upon enrollment. And provides any other information should family need it at the time of the request.

Caregiver Authorization Affidavits

Charter School encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. Charter School will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

When a family member is detained, Charter School may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- Note: Use this only to locate detained individuals. Charter School never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance: <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

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 plan would be reviewed annually.

Public Availability

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

The updates will be made publicly available.

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

The school's policy is posted on the school website at: https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4085/City_Heights_Prep/e418d069-84d6-4945-b17c-3f547d0000bb/Response-to-Immigration-Enforcement%3ASanctuary-School-Policy_25.12.05.pdf?disposition=inline

Procedures Regarding Pupil Smartphone Use During Emergencies

City Heights Prep has developed and adopted a Student Cellphone Use Policy in alignment with Assembly Bill 962 (AB 962). The policy explicitly allows the school to limit or prohibit student smartphone use, while ensuring that students retain the ability to access their phones during emergencies or perceived threats of danger.

This policy was developed with input from key stakeholders, including students, parents, and staff, and is intended to promote evidence-based smartphone practices that support student learning, safety, and well-being. The policy is board-approved, will be included in the Comprehensive School Safety Plan (CSSP), and will be reviewed and updated at least every five years, as required.

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.

The Student Cellphone Use Policy was adopted by the governing board on June 6, 2025

Summary of Policy Goal:

The policy is designed to promote evidence-based smartphone practices that support student learning, safety, and well-being. It grants the school the authority to limit or prohibit student smartphone use under normal circumstances while ensuring students can access their devices during emergencies or perceived threats of danger.

Stakeholder Involvement:

Development of the policy included input from students, parents, teachers, school counselors, and administrators. Feedback was gathered through meetings and collaborative discussions to ensure that the policy reflects community needs and promotes safe, responsible, and supportive use of technology on campus.

Non-Prohibitible 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).

City Heights Prep recognizes that there are specific circumstances in which students cannot be prohibited from possessing or using a smartphone. These exceptions include:

Teacher or Administrator Permission: When a teacher or administrator grants permission, subject to any reasonable limitations imposed by the staff member.

Health or Well-Being: When a licensed physician or surgeon determines that smartphone possession or use is necessary for the health or well-being of the student.

Individualized Education Program (IEP) Requirements: When smartphone possession or use is required as part of a student's IEP.

These exceptions ensure that students have access to their devices when necessary while maintaining overall school safety and compliance with AB 962. Staff are trained to recognize and respect these exceptions and to apply them consistently across all school settings.

Safety Plan Review, Evaluation and Amendment Procedures

Review, Evaluation, and Continuous Improvement of the CSSP

City Heights Prep recognizes that effective school safety planning is dynamic and ongoing, requiring regular review, evaluation, and updates to ensure the plan's effectiveness and legal compliance.

Annual Review and Evaluation:

The Comprehensive School Safety Plan (CSSP), including the Assisted Rescue Protocols for individuals with disabilities with the Education Specialist, is reviewed at least once each year to ensure proper implementation and alignment with state and federal regulations.

The School Site Council (SSC) and the Safety Planning Committee are responsible for these reviews, which include safety and security site assessments of the campus, inspection of emergency equipment, and evaluation of evacuation and assisted rescue procedures. The plan is also reviewed with our ELAC meetings to gain input from as many families as possible.

The SSC/Safety Planning Committee annually consults with representatives from the San Diego Police Department, the fire department, and other first responders to ensure best practices are reflected in the CSSP.

Amendment, Adoption, and Approval Timeline:

The CSSP is reviewed, updated, and formally adopted by March 1 each year.

Before adoption, the plan is presented at a public school meeting to allow for community input. Notifications of the meeting are provided through multiple channels, including email, school app, marquee, and school website.

Once all input is reviewed and provided, the CSSP is submitted to the school board for review and approval.

The school reports annually to the California Department of Education (CDE) by October 15 on schools that have not complied with these requirements.

By following this structured process, City Heights Prep ensures that the CSSP remains current, practical, and responsive, supporting the safety of all students and staff, including individuals with disabilities, during any emergency situation.

Emergency Contact Numbers

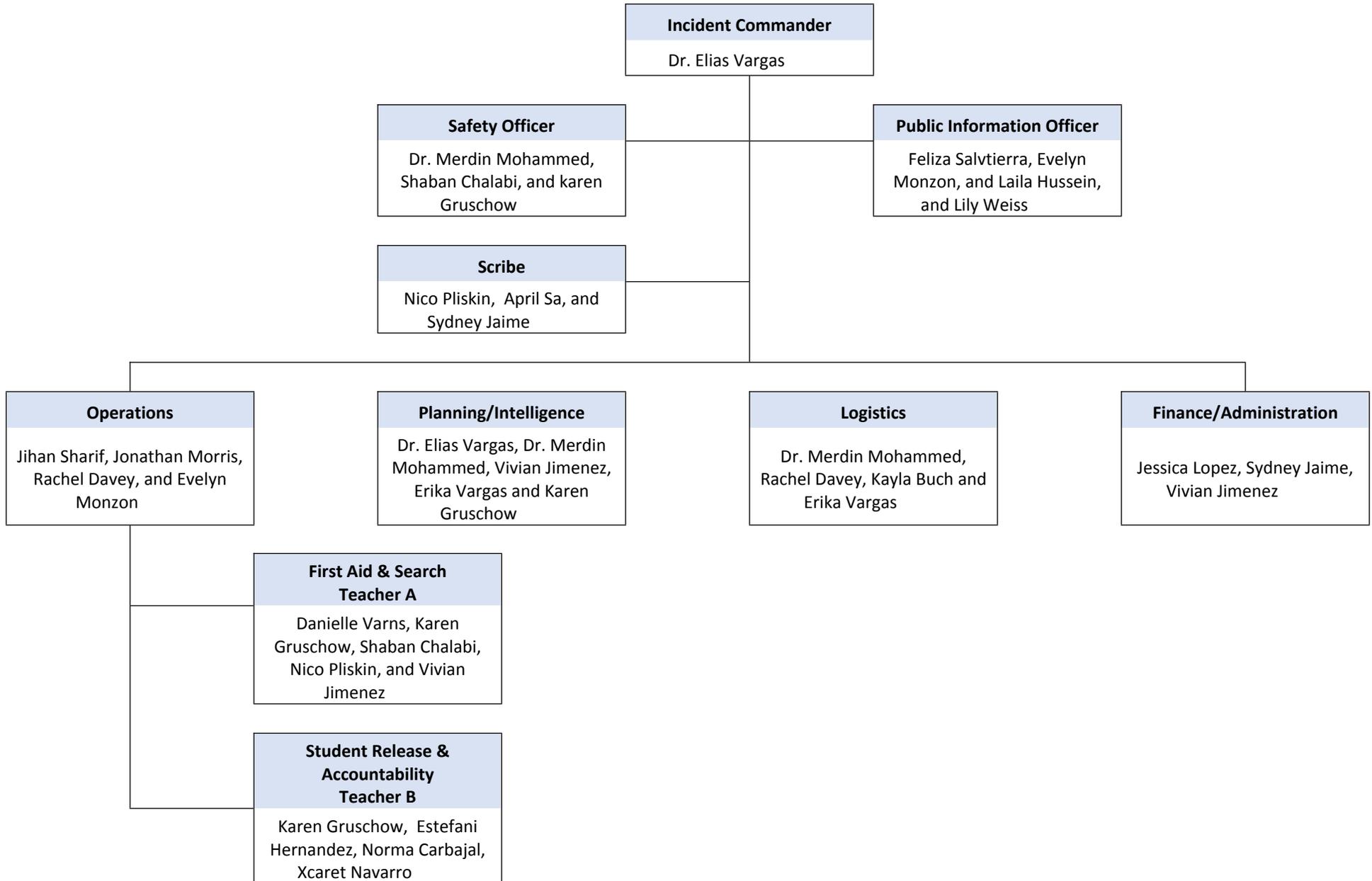
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	San Diego Police	911	
Law Enforcement/Fire/Paramedic	San Diego Fire	911	NON-EMERGENCY: 858-499-1500
Law Enforcement/Fire/Paramedic	San Diego Paramedics	911	NON-EMERGENCY: 619-531-2000 or 858-484-3154
Emergency Services	Water Emergency	619-515-3525	
City Services	San Diego Gas & Electric	1-800-611-7343	Branch office: 800-411-7343
Law Enforcement/Fire/Paramedic	San Diego Police - Non-Emergency	619-531-2000	
Other	Soluna Therapy Services	App to Download	Ages 13-25 online app for therapy services
Emergency Services	Mental Health Crisis Hotline	988	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Staff - reviewed safety rules, procedures, and discussions on new safety measures taken and planned renovations	August 25, 2025 at 9:30 AM	School Campus
Business Services Coordinator and Assistant Director - Reviewed the entire document for updates	September 24, 2025 at 10:00 AM	School Campus
Business Services Coordinators, Meals and Facilities Manager, and Administrative Assistant - Discussed and updated facility updates (school renovations) and with consultations from SD police and Fire Department, and Bay Alarm input	October 2, 2025 at 8:30 AM	School Campus
First Family Meeting and Staff - Review and Input Session	October 7 - 8, 2025	School Campus
Assistant Director - Review and made updates based on staff and family input	October 27, 2025, timeframe of 8:30 AM - 3:00 PM	School Campus
Assistant Director - Reviewed and updated necessary sections with updates from school-approved policies and procedures	December 5, 2025 at 1:30 PM	School Campus
Final Family Meeting and Staff - Review and Input Session	February 24 and 25, 2026	School Campus
Board Review for Approval	February 27, 2026, 10:00 AM	School Campus

City Heights Preparatory Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Standardized Emergency Response Management System Overview

The California Standardized Emergency Response 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 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 developing 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.

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

I. Assess the area and type of emergency

Step Two: Identify the Level of Emergency

II. Assess the environment, brainstorm response, and alert all the necessary people

Step Three: Determine the Immediate Response Action

III. based on the Incident Command team, make sure all responsible parties are involved and immediately address the emergency at hand.

Step Four: Communicate the Appropriate Response Action

IV. Notify of next steps

V. Once emergency cleared, notify all necessary people

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Crash

In the case of an aircraft crash at the school, the school will be immediately evacuated and appropriate emergency personnel, including the San Diego Police and Fire Department will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Animal Disturbance

In the case of animal disturbance at the school, the school will be immediately evacuated and appropriate emergency personnel (such as San Diego Humane Center) will be summoned. The administrative assistant will alert the San Diego Police and Animal Services. Students and teachers will not leave or re-enter the building until it has been deemed safe by emergency personnel.

Armed Assault on Campus

SITE LOCKDOWN PROCEDURE

A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. The school safety officer will alert the San Diego Police. The school facility will go into lockdown when a dangerous person or situation is present on or near the site. In the event of an armed assault on campus, students and personnel will take additional actions to ensure their safety until the site is declared safe.

Notification

The Site Incident Commander is responsible for notifying the site's Incident Command Team when a Lockdown is necessary. The Site Incident Commander is responsible for activating the Lockdown notification procedures for school-level personnel.

The signal for Lockdown is by telephone, paging system, text messages, and/or by bullhorn announcement.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

1. An announcement over the school's PA system will specify that an armed assailant is on the premises. At this time, all classrooms will go into a lockdown.
2. Students will return to their classrooms, or the closest classroom to their present location.
3. Classroom teachers will complete the following actions:
 - a. Lock all classroom doors
 - b. Turn off the lights and anything that makes noise
 - c. Have students place tables and other furniture in front of the classroom doors (barricade)
 - d. Cover the windows
 - e. Have all students sit close to the door side wall (hide).

Students must sit silently until the all clear is called. Once the all-clear has occurred, classrooms will evacuate. Do not open doors or windows. Remain in lockdown until the "all clear" signal is sounded.

Biological or Chemical Release

In the event of a suspected or confirmed biological or chemical release on campus, City Heights Preparatory Charter School will immediately initiate evacuation procedures to ensure the safety of all students and staff. Emergency services (911) will be contacted without delay, and appropriate local authorities will be called.

Students and staff will be directed to move calmly to a designated evacuation site at a safe distance from the affected area.

Attendance will be taken to account for all individuals, and supervision will be maintained at all times. If necessary, the school will implement reunification procedures to safely release students to authorized guardians.

No student or staff member will be permitted to re-enter any building or affected area until emergency personnel have assessed the situation and formally declared the campus safe. The school will communicate updates to families through established notification systems, including phone calls, text messages, and email.

City Heights Preparatory Charter School prioritizes the health and safety of its community and will follow all directives from emergency response agencies during such incidents.

Bomb Threat/ Threat Of violence

In the event of a bomb threat, City Heights Preparatory Charter School will immediately initiate evacuation procedures following the established fire evacuation plan. The school will promptly notify the San Diego Police Department (SDPD) and San Diego Fire-Rescue Department to respond and assess the situation.

Students and staff will be directed to safe assembly areas at a secure distance from the campus. Attendance will be taken to ensure all students and staff are accounted for. No one will be allowed to re-enter the building until emergency personnel from SDPD and the Fire-Rescue Department have fully cleared the campus and confirmed it is safe.

Families will be notified of the situation through the school's communication systems, including phone calls, text messages, email, and the school app, to ensure timely updates and accurate information.

City Heights Preparatory Charter School prioritizes the safety of all students and staff and will follow all directives from local emergency response agencies during such incidents.

Bus Disaster

In the event of a bus disaster involving students or staff, City Heights Preparatory Charter School will immediately initiate emergency response procedures. The school office staff will contact 911 to summon the appropriate emergency personnel, including the San Diego Police Department (SDPD), San Diego Fire-Rescue Department, and emergency medical services (EMS).

Students and staff on campus will remain in safe locations and will not re-enter any affected areas until emergency personnel have declared the site safe.

The school will also notify families promptly using phone calls, emails, the school app, and other communication platforms to ensure parents and guardians are informed about the incident and the safety of their children.

All actions will prioritize student and staff safety while coordinating with local authorities to manage the situation effectively.

Cardiac Arrest

Action Steps: The 3 C's (Call, Compressions, Charge/AED)

Call 911: Immediately contact emergency services and notify internal staff. Direct a student or staff member to alert the Cardiac Emergency Response Team (CERT), which includes campus personnel trained and certified in CPR and AED use. The school has provided the staff with this training.

Compressions: Begin high-quality CPR immediately. Ensure a safe perimeter is established, confirm that emergency responders have been alerted, and put appropriate safety supports in place. If a CERT member arrives within three minutes, they will take over CPR and prepare to administer the AED.

Charge/AED: Retrieve and apply the Automated External Defibrillator (AED) as soon as possible, ideally within three minutes of the incident.

Communication: A CERT team member will coordinate communication by directing EMS to the exact location, providing relevant information, and notifying appropriate staff.

After the incident, ensure all actions are thoroughly documented and reported to school administration and the appropriate emergency medical services agencies.

Disorderly Conduct

The Site Incident Commander or anyone else who is aware of the conduct are responsible for notifying the school's Incident Command Team whenever a lockdown is necessary. The school office will immediately contact the San Diego Police Department and ensure that all staff are informed. Students will be secured in their classrooms or designated safe areas, and families will be notified as soon as possible using the school's established communication methods, such as phone calls, emails, and the school app.

Earthquake

SITE EARTHQUAKE PROCEDURE

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this site.

Notification

Give the command to Drop, Cover, and Hold at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your site earthquake evacuation and assembly plan for reunification.

Monitor your school emergency radio for possible updates and instructions from the school's emergency operations center. Use radio channel 1A.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise your principal or site administrator of the situation. Contact Police Services at 911.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Explosion or Risk Of Explosion

In the case of explosion or risk of explosion at the school, appropriate emergency personnel will be summoned. including the San Diego Police and Fire Department. Students, teachers, families and community members will not re-enter the building until it has been deemed safe by emergency personnel.

Extreme Weather

In the event of extreme weather conditions (including excessive heat, cold temperatures, heavy rain, poor air quality, or other hazardous conditions), City Heights Preparatory Charter School will prioritize student and staff safety at all times.

The school administration will monitor weather advisories and guidance from local emergency agencies and determine whether to modify the school schedule, relocate activities indoors, or implement a school closure if necessary. The in-classroom air-purifiers will also continue to be used for better air circulation, should it be needed.

To ensure student safety:

Students will be moved to climate-controlled indoor areas during extreme heat or cold conditions, access to water and food will be made available to students.

Outdoor activities, including physical education and lunch, may be modified, shortened, or relocated indoors.

Access to shaded areas, hydration stations, and cooling or warming spaces will be provided as appropriate.

Staff will actively supervise students to ensure their safety and well-being during weather-related adjustments.

Family Notification Procedures

Families will be promptly notified of any schedule changes, closures, or safety precautions through multiple communication methods, including phone calls, text messages, emails, the school website, and postings on Google Classroom. Notifications will include clear instructions regarding dismissal times, pick-up procedures, or remote learning transitions if applicable.

If early dismissal is necessary, students will remain supervised in safe, temperature-appropriate areas until they are picked up by an authorized adult. No student will be released without following established dismissal and safety procedures.

City Heights Preparatory Charter School is committed to maintaining a safe, supportive environment and ensuring clear, timely communication with families during all emergency weather situations.

Fire in Surrounding Area

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. The school safety officer will alert the San Diego Police. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least quarterly.

SITE FIRE PROCEDURE

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this site.

Notification

Notify your principal/site administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the fire department (“911”) or use school text message app.

Render first aid as needed. Be sure to notify School Safety Officer of injuries. Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control.

Have some staff standing by at the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.

Fire on School Grounds

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least quarterly.

SITE FIRE PROCEDURE

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this site.

Notification

Notify your principal/site administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the fire department (“911”). If phone service is unavailable, use your emergency radio (channel 1A). School Safety Officer will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify School Safety Officer and if necessary, San Diego Police Services of injuries. Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control. (See EP 17)

Have some staff standing by at the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.

Flooding

In the case of flooding, the facilities manager will clean the area of the water. If the situation is not something that the school staff can get under control, the school will notify the city and appropriate people, including the water department, and San Diego City. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Loss or Failure Of Utilities

In the event of a loss or failure of utilities at the school, appropriate emergency personnel (including SDGE) will be contacted to assess and resolve the situation. A qualified technician will also be engaged to ensure all systems are functioning safely and properly. Depending on the nature of the situation, students and staff may be affected while on campus or off campus. No one will re-enter or resume use of the affected areas until the site has been deemed safe by emergency personnel.

Motor Vehicle Crash

In the case that there is a motor vehicle crash, we will ensure that the area is secured off, and all students are removed from the area. We will call the appropriate emergency personnel, and secure a safe space for them to provide the necessary help to all individuals who were involved in the accident.

Pandemic

The School Director has overall authority and responsibility for implementing the provisions of this Pandemic Response as outlined in the pandemic plan created in response to COVID-19 at City Heights Prep. All managers and supervisors are responsible for maintaining the plan, ensuring staff, students, and families understand protocols, and addressing questions in a language they understand. All staff, students, and families are responsible for following safe practices, school directives, and assisting in maintaining a healthy environment.

Identification and Evaluation of Pandemic Hazards

To minimize risks related to pandemic illnesses, the school will:

Conduct campus-specific hazard evaluations using a standard assessment form.

Monitor potential exposures to all individuals on campus, including staff, students, families, and visitors.

Review guidance from the CDC, California Department of Public Health (CDPH), Cal/OSHA, and local health authorities.

Assess existing prevention measures and update as necessary, including ventilation, cleaning, distancing, and PPE.

Conduct periodic inspections to ensure compliance and promptly correct identified hazards.

Keep families and staff informed of pandemic updates and best practices.

Exclude students, staff, or visitors showing symptoms until cleared by medical or public health guidance.

Coordinate with local public health officials in the event of campus closures.

Employee and Staff Participation

Staff participation is encouraged in all stages of hazard identification and prevention. This includes:

Ongoing professional development on pandemic updates, protocols, and school procedures.

Training on proper use of face coverings and PPE, including alternatives for individuals who cannot wear masks.

Instruction on proper hygiene, handwashing, cough/sneeze etiquette, and cleaning procedures.

Training for school health personnel on signs, symptoms, and precautions for pandemic illnesses.

Trauma-informed and mental health training to support students affected by isolation, stress, or loss.

Screening and Exclusion

Staff or students exhibiting symptoms, or who have had close contact with confirmed cases, will remain home and follow public health isolation guidelines.

The school will maintain records of all cases and exposure incidents in coordination with public health authorities.

Correction of Pandemic Hazards

Unsafe conditions will be documented and corrected according to risk severity.

In the event of confirmed cases, the school will:

Notify staff, students, and families immediately, following privacy laws.

Clean and disinfect affected areas per CDC and local guidance.

Close rooms or buildings temporarily if needed to prevent further exposure.

Provide guidance to families on maintaining safety measures while away from school.

Physical Distancing and Facility Controls

Where feasible, maintain at least 3 feet between individuals; adjustments will be made depending on classroom and campus layout.

Maximize ventilation with open windows, doors, mechanical systems, and HEPA air purifiers.

Modify schedules or classroom arrangements to reduce density and exposure duration.

Cleaning and Disinfecting

Provide staff with cleaning supplies for daily disinfection of high-touch surfaces.

Facilities staff will disinfect classrooms, offices, and common areas daily and perform weekly deep cleans.

Shared items will be sanitized between use.

Hand Hygiene and PPE

Provide access to handwashing stations, hand sanitizer (=60% alcohol), tissues, and no-touch trash cans.

Teach proper handwashing and PPE use to staff and students.

PPE, including gloves, face shields, and masks, will be available and used according to CDC and Cal/OSHA guidance.

Communication and Training

Two-way communication with staff and families regarding symptoms, exposures, and safety measures.

Training for staff on pandemic policies, transmission, PPE, and isolation requirements.

Access to pandemic-related benefits and testing resources.

Return-to-School Criteria

Staff or students with symptoms or a positive test will not return until they meet CDC and local public health guidance, which may include:

At least 24 hours fever-free without medication.

Improvement of symptoms and completion of isolation period.

Negative test if required.

Compliance with local or state isolation or quarantine orders is mandatory.

Recordkeeping and Reporting

Maintain documentation of training, exposures, cases, and preventive measures.

Report confirmed cases to the local health department as required by law.

Notify Cal/OSHA immediately in the event of serious illness or death related to the pandemic.

Psychological Trauma

Psychological Trauma Response and Student Support

In the event that a student experiences psychological trauma, whether occurring on or off the school site, school staff will collaborate with families to ensure students receive appropriate and timely support.

Ongoing or Historical Trauma

Students who have experienced psychological trauma in the past may be referred for additional support through the Student Study Team (SST) process. Based on individual needs, students may be considered for Section 504 plans or Individualized Education Programs (IEPs). These services may provide access to school-based supports, including a school psychologist, school counselor, and academic interventions, to promote the student's social-emotional well-being and academic success.

Recent Trauma

If a student experiences recent psychological trauma, particularly trauma occurring within the school setting, the school may initiate the support process immediately. This includes meeting with the school counselor to assess needs, provide short-term support, and determine appropriate next steps. The school will also assist families by providing referrals to community-based mental health services and, when appropriate, medical evaluation options.

Suicide-Related Concerns

In situations involving suicidal ideation, threats, or behaviors, the school will follow established suicide risk and crisis response procedures. These procedures require that the student receive a medical and/or mental health evaluation prior to returning to

school. Upon reentry, the school counselor will collaborate with the student, family, and relevant staff to develop a safety plan and provide ongoing monitoring and support in accordance with school policy and ethical guidelines.

Universal Access to Counseling Services

All students have access to the school counselor for short-term social-emotional counseling and support. When a student is exposed to any form of psychological trauma, a meeting may be held with the student, family, and appropriate school staff to review concerns, discuss available school-based supports, and share community resources.

Schoolwide or Community-Wide Trauma

In the event of a traumatic incident impacting a large group of students, the school will implement crisis response support, which may include emergency group counseling, classroom-based interventions, and collaboration with school and community mental health professionals to support the emotional well-being of all affected students.

Student Support and Readmission

The school may provide access to counseling and other support resources for students; however, participation in these resources is voluntary and cannot be made mandatory. It is the responsibility of the parent or guardian to seek out and utilize these resources and to make decisions regarding their child's engagement. The school administration reserves the right to make decisions regarding a student's readmission following a suspension or hospitalization. Such decisions may take into account whether the parent or guardian has accessed or made a reasonable attempt to access the recommended resources. The school is not liable for outcomes resulting from a parent or guardian's choice not to utilize these resources.

Suspected Contamination of Food or Water

City Heights Prep. Charter receives clean drinking water from Sparkletts, and also receives pre-packaged, ready to go meals from an outside vendor. In the case that there is suspected contamination in the water we serve, we will send the water back to Sparkletts and inform them of the contamination. In the meantime, we will purchase safe drinking water elsewhere until we receive a new shipment of clean water. We will also notify all families of this contamination. In regards to a contamination in our food, we will inform our vendor, and be sure to send back all meals we received. Again, we will inform all parents/guardians of this issue, and will offer food through a different vendor until the matter gets resolved.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Notify the appropriate families (and law enforcement if necessary) about the incident.

Emergency Evacuation Map

