

COMPREHENSIVE SCHOOL SAFETY PLAN

FOR THE VILLAGE CHARTER SCHOOL
2590 Piner Road | Santa Rosa, CA | 95401 | 707-524-2848

AS LESSEES OF A POUJD SITE
PINER-OLIVET UNION SCHOOL DISTRICT
3450 Coffey Lane | Santa Rosa, CA | 95403 | 707-522-3000

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1. INTRODUCTION

Legislative Intent

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any TK- kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. California Education Code allows for school districts with an enrollment of under 2,501 students to develop one districtwide comprehensive school safety plan, as long as it is applicable to each school site.

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

Approval and Annual Review

The Village Charter School, as lessees on the POUUSD site located 2590 Piner Road in Santa Rosa will adopt and use The Piner-Olivet Union School District (POUSD) Comprehensive School Safety Plan. This plan will be reviewed, evaluated, and amended as needed each school year by the Village Charter School Board of Directors. If there are any significant changes, the revised plan will be placed on the agenda of a regular meeting of the Board of Directors by the month of May for public hearing to allow public input before it is readopted for the following school year.

Safety-related plans and materials are available for public inspection at the Sonoma County Office of Education, at POUUSD administrative office, the Village Charter School office, on the VCS website, and on the District's website.

Our Goals

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help our community create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.

To further these goals, this plan has been prepared in conformance with the provisions of California Education Code #32282 and all relevant VCS and POUUSD Board and Administrative Policies. These documents are available at the District Office; additionally, the Education Code is available online.

This plan was approved by the VCS Board of Directors in a public session on November 19, 2025. The Plan will be reviewed and updated annually.

Rebecca Ivanoff, Director
The Village Charter School

Jesse Chieppa, Board Chair
The Village Charter School

2. CHILD ABUSE REPORTING PROCEDURES

Reporting

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse and neglect to Child Protective Services and to the school principal.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed.

Cases of reported child abuse will be kept in close confidence. Copies of written reports are maintained in the school office.

Staff Training

California Assembly Bill 1432 requires school districts and county offices of education to provide training on the mandated reporting requirements of the Child Abuse and Neglect Reporting Act. A State approved online training application is utilized to train all VCS employees and other persons identified as mandated reporters within the first six weeks of each school year, or for new employees, within six weeks after employment. Mandated reporters must sign a statement, on a form provided by the district, that he/she has knowledge of the provisions of the Penal Code section 11166 and will comply with those provisions.

Summary of Child Abuse Reporting Requirements

Child Abuse and Neglect: Penal Codes 11164-11174.3

Who Must Report?	Penal Code 11165.7 specifies 35 job categories as mandated child abuse reporters, including: • Teacher • An instructional aide • A teacher's aide or teacher's assistant • A classified employee of any public school • An employee of a child care institution The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.
What Gets Reported?	Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse
To Whom is the Report Sent?	County welfare agency, probation, or a police or sheriff's department
What is the timeframe for reporting?	1. Report by telephone immediately, or as soon as possible 2. Submit a written report within 36 hours

References

Penal Codes 11164-11174.3
POUSD Board Policy 5141.4 and
Administrative Regulation 5141.4

Sample Child Abuse Reporting Form

Print SUSPECTED CHILD ABUSE REPORT Reset Form																															
To Be Completed by Mandated Child Abuse Reporters Pursuant to Penal Code Section 11166																															
PLEASE PRINT OR TYPE																															
CASE NAME: _____ CASE NUMBER: _____																															
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SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

3. RULES AND SCHOOL DISCIPLINE

All students are held to high standards of behavior, and these expectations are made clear. School rules are distributed at the beginning of the year and reviewed in each classroom.

VCS desires to prepare students for responsible citizenship by fostering self discipline and personal responsibility, and believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff uses preventative measures and positive conflict resolution techniques whenever possible. Each school develops school rules to meet the school's individual needs.

When misconduct occurs, staff implements appropriate discipline and attempts to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

References

Board Policy 5144

4. SUSPENSION AND EXPULSION POLICIES

The four major offenses leading to suspension are:

- Acts of physical aggression or fighting
- Harassing or bullying
- Disrupting classroom learning

Also, a student may be suspended or expelled for committing any of the acts enumerated in California Education Code 48900, displayed below, if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period on or off campus, during or while going to or coming from a school-sponsored activity.

Education Code 48900, grounds for suspension or expulsion:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance including an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered or arranged or negotiated to sell any controlled substance including an alcoholic beverage or an intoxicant of any kind; and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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. "School property" includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products; including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289; or committed a sexual battery as defined Penal Code 243.4.
- o) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness; or retaliating against that student for being a witness, or both.
- p) Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing, as defined in Education Code sections 32050 and 48900 (s).
- r) Aids or abets, as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person.
- s) Committed sexual harassment as defined in Education Code 212.5. This conduct 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 sub-section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.3)
- u) Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.4)
- v) Made terrorist threats, as defined, against school officials or school property, or both. (Education Code 48900.7)
- w) Engaged in an act of bullying, including but not limited to, bullying by means of an electronic act, directed toward student or school personnel (education Code 48900(r)).

Applicable to secondary students Ed Code Section 4895 (c) (1-5):

- C) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911 , and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the

firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900 , is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900 .

(5) Possession of an explosive.

5. PROCEDURE TO NOTIFY TEACHERS OF DANGEROUS PUPILS

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.

References

Administrative Regulation 4258, Welfare and Institution Code 827

6. DISCRIMINATION AND HARRASSMENT POLICY

Hazing, harassment of any kind, hate violence, and discrimination of any kind are not tolerated at VCS. Any of the aforementioned is to be reported and handled according to the education code and the school discipline policy. Forms for confidential reporting are available at the principal's office at each school site.

References

Education Code 32051, 48900.2, 48900.4, 48900.3; Title VI; Title IX

7. HATE CRIME REPORTING PROCEDURES

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the school principal or designee. If the student believes that the school principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official at the Village Charter School in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the school principal or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.
3. The Superintendent or designee(s) shall ensure that all VCS staff receive appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

References

Education Code 220

8. EMERGENCY PROCEDURES

Please refer to site-specific *Emergency Response Procedures*, which are maintained as separate documents at the VCS office.

9. DRESS CODE

The Village Charter School guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn.

Clothing: Please send your child to school in clothing that helps support their learning. All clothing should be free of images or language that is distracting, violent, drug or alcohol related, aggressive or media based. All clothing and shoes must be weather appropriate and suitable in terms of freedom of movement and body coverage. Students of all ages must be in clothing that allow them to safely and appropriately participate in all activities including but not limited to running, hiking, yoga, climbing, etc.

Shoes/Boots: Shoes need to be comfortable, secure and able to take the wear and tear of running, hiking and everyday play. Please avoid flip-flops or clogs without back straps.

Rainy Weather Clothing: Everyday our children go outside, rain or shine. Children may get wet and sometimes muddy. It is important that they have appropriate rain gear. Every child should have a hooded rain jacket and rubber boots. There will be a space in every classroom for raingear to be kept at school.

A Change of Clothes Bag (*per teacher's request*): Please send your child to school with a change of clothes bag that includes the following items: pants, shirt, sweater/sweatshirt, underwear, socks, change of shoes, and a plastic bag. Check the change of clothes bag periodically for dirty clothes.

Field Trip Attire: Students are to wear appropriate shoes and clothing for field trips. Long pants (unless otherwise specified), long socks, sturdy shoes or boots, weather and trip appropriate layers, and backpack. *Parents will be called to pick up their child if their child is not dressed appropriately for the field trip.*

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

References

Education Code 49066, 32281, 35183.5

10. PROCEDURES FOR SAFE INGRESS AND EGRESS

POUSD and VCS take measures to ensure safe ingress and egress to and from the school for students, parents, and school employees. Safe ingress and egress is maintained by periodic reviews of the procedures for ingress and egress. Our schools ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic.

A number of our students arrive and leave school in private vehicles. When students are dropped off or picked up at their school, the loading and unloading zone explicitly marked at each campus must be observed.

The following procedures are to be followed in order to maintain a safe environment for students and staff at VCS:

1. All visitors are to check into the office and sign in
2. Before leaving the school site, all visitors are to check into the office and sign out
3. Police services will be called upon in the event any visitor is not complying with posted regulations

To ensure the safety of students and staff and avoid potential disruptions, all visitors must register immediately upon entering any school building or grounds when school is in session. For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

References

Education Code 32210-32211, Penal Code 627

11. MAINTAINING A SAFE & ORDERLY ENVIRONMENT

School climate has been conceptualized to include the physical, academic, social, and disciplinary environment. School climate and social and emotional learning have often been treated separately by researchers and practitioners, but both are necessary to build healthy schools. They are also co-influential, and benefit each other. VCS is concerned with both the emotional well-being, and physical safety of its students.

VCS takes great care to foster an environment that is safe, clean and conducive to learning. Our school has clear safety guidelines and provides ongoing training for students and staff. Site-based Emergency Response Procedure plans explain safety information in detail such as instructions in the event of an earthquake, lockdown or fire emergencies. Each classroom displays an evacuation route and procedures for the various drills. We run fire drills and other mock emergency drills to ensure that in the event of an accrual emergency, our staff and students are prepared to respond in a timely manner.

Teachers teach/promote and foster safety practices in the classroom by providing rules and regulations for safe conduct. Safe exit paths for any evacuation necessity are provided and practiced throughout the school year. Staff supervise during break time, lunch, sporting events, dances and other school functions. This demonstrates and ensures that the students are interacting in a safe and orderly manner. In addition, each classroom is supplied with a telephone ready to contact 911. An updated public address system communicates messages of importance so that the school can respond. Each classroom is equipped with a fire extinguisher which is monitored and checked for compliance with the fire department.

Please note, site-based *Emergency Response Procedure* plans are maintained as separate documents at the district office because they contain sensitive tactical information.

Health Precautions

Every two years key staff members receive updated First Aid and CPR training. Annually, staff are trained via a State approved online training application on other health and safety issues, including:

- Blood-borne pathogens
- SB 198 Safety in the Workplace
- Anaphylactic shock and severe allergic reactions

Cyber Safety

VCS has established policies and procedures to assure the safety of student's Internet use at school. Parents receive pertinent information from school to ensure that all are aware of the vulnerability of our students as they navigate their way through cyberspace. Students are also advised about the law and the consequences of using computers as a tool for harassment or bullying. All students and their parents/guardians must sign a use agreement annually before they may access the Internet at school.

12. PARENT REUNIFICATION

Student Pick-up in the Event of an Emergency

If it becomes necessary to relocate our students, the County Office of Education will be notified. The County Office will activate the media. The VCS community can tune in to KSRO Radio (1350 AM) and/or KZST Radio (100.1 FM) for information and directions. All school emails and phone trees will be activated. It is critically important that your child's school has all necessary CURRENT phone numbers so that we are able to contact you at any time during the school day in the event of an emergency.

Reunification Procedures

In an emergency, schools will establish a safe area for parents to go to pick up their children. In a typical release the following steps will be followed:

- Parents will report to the assigned area and give the name of their child/children.
- Picture I.D. will normally be required by the person in charge to insure the person requesting the child/children is a match to the name on the emergency release card.
- A runner will go to the student assembly area and get the child/children requested by the parent or adult. The runner will escort the student back to the pick-up area.
- Parents will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pick-up form.
- If the child is in the first aid area the parent will be escorted to that area for reunification with their child/children.
- Counselors, when available, will be located close to the first aid area in the event they are needed.

References *Sonoma County Office of Education, Federal Emergency Management Agency (FEMA)*

13. INSTRUCTIONAL CONTINUITY PLAN

CDS Code: 49-753580114934

School Year:2026-27

Date Adopted/Revised: 6/3/26

Prepared By: Rebecca Ivanoff, VCS Director

Purpose

This Instructional Continuity Plan establishes procedures and systems to ensure uninterrupted access to high-quality instruction and student support services during emergencies, school closures, natural disasters, public health events, utility disruptions, or other circumstances that significantly impact normal school operations.

This plan is aligned with guidance from the California Department of Education (CDE), California Education Code requirements, charter school operational expectations, and best practices for continuity of instruction for Transitional Kindergarten (TK) through 8th grade students.

The plan is intended to:

- Maintain continuity of learning for all students.
- Ensure equitable access to curriculum, technology, and support services.
- Provide continuity of special education and related services.
- Support student social-emotional well-being.
- Establish communication systems for staff, students, and families.
- Define staff roles and operational procedures during disruptions.
- Ensure compliance with state and federal requirements.

Guiding Principles

The school will prioritize:

1. Student safety and well-being.
2. Continuity of rigorous standards-aligned instruction.
3. Equity and access for all learners.
4. Meaningful family communication and engagement.
5. Support for vulnerable student populations.
6. Flexibility and responsiveness to changing conditions.
7. Compliance with state and federal laws.

Scope of the Plan

This plan may be activated during:

- Public health emergencies
- Natural disasters
- Power outages or utility disruptions
- Hazardous air quality events
- Facility damage
- Local or state emergency declarations
- Technology system failures
- Other events resulting in partial or full school closure

The school may implement:

- Full distance learning
- Hybrid instruction
- Temporary independent study
- Short-term remote instruction
- Alternative instructional schedules

School Leadership and Incident Response Team

Role	Responsibility
Director	Oversees implementation of continuity plan; serves as primary decision-maker
Assistant Coordinator	Supports instructional implementation and daily operations
Special Education Coordinator	Oversees continuity of special education and related services
Technology Coordinator	Ensures access to devices, internet, and digital platforms
Office Manager	Maintains family communication systems and attendance records
Teachers	Deliver instruction, monitor engagement, assess progress, and communicate with families
Counselors/Support Staff	Provide social-emotional and behavioral support services
School Board	Reviews and approves continuity procedures as needed

Communication Methods

The school will communicate with families and staff through:

- Email
- Phone calls
- School website
- Social media platforms (PA Facebook and Instagram)
- Printed materials when necessary

Family Notification Procedures

Families will receive timely communication regarding:

- School closure information
- Instructional schedules
- Technology access
- Meal service availability
- Student expectations
- Attendance procedures
- Health and safety guidance
- Available support services

Language Access

Communication will be provided in languages understood by families whenever practicable, including translation and interpretation services as needed.

Instructional Model

During a disruption, the school may transition to one or more of the following instructional models:

Distance Learning

Instruction may include:

- Live synchronous instruction
- Recorded lessons
- Small group instruction
- Independent assignments
- Project-based learning
- Online learning platforms
- Paper-based instructional packets

Hybrid Instruction

Students may participate in a combination of:

- In-person instruction
- Remote learning
- Rotating schedules
- Small group support

Independent Study

The school may implement short-term or long-term independent study consistent with California Education Code requirements.

Instructional Expectations by Grade Span

Transitional Kindergarten–Kindergarten

Instructional priorities include:

- Early literacy
- Oral language development
- Foundational math skills
- Social-emotional learning
- Fine and gross motor development
- Structured play-based learning

Instructional expectations:

- Daily teacher interaction
- Short synchronous sessions
- Family-supported activities
- Hands-on learning opportunities
- Printed materials as needed

Grades 1–3

Instructional priorities include:

- Reading fluency and comprehension
- Writing development
- Foundational mathematics
- Science and social studies integration
- Social-emotional learning

Instructional expectations:

- Daily live instruction
- Small group intervention
- Independent practice
- Frequent family communication

Grades 4–5

Instructional priorities include:

- Standards-based core instruction
- Writing across content areas
- Mathematical reasoning
- Science inquiry
- Digital literacy

Instructional expectations:

- Daily synchronous instruction
- Independent assignments
- Collaborative activities
- Ongoing progress monitoring

Grades 6–8

Instructional priorities include:

- College and career readiness skills
- Standards-aligned core curriculum
- Academic discourse
- Independent learning skills
- Technology integration

Instructional expectations:

- Scheduled live instruction
- Independent coursework
- Small group support
- Office hours and intervention opportunities

Daily Instructional Minutes

The school will make reasonable efforts to provide instructional minutes aligned with state guidance and grade-level expectations.

Grade Span	Target Daily Instructional Time
TK–K	180–230 minutes
Grades 1–3	230–300 minutes
Grades 4–8	240–360 minutes

Instructional time may include:

- Synchronous instruction
- Independent work
- Teacher-guided activities
- Intervention and enrichment
- Offline assignments

Curriculum and Instructional Materials

The school will continue to utilize CDE-aligned standards-based curriculum and instructional materials during instructional disruptions.

Core instructional areas include:

- English Language Arts
- Mathematics
- Science
- History-Social Science
- English Language Development
- Physical Education
- Visual and Performing Arts
- Social-Emotional Learning

Digital instructional tools may include:

- Google Classroom
- Zoom
- Other approved educational platforms

Printed instructional materials will be provided to students who require non-digital access.

Technology Access and Support

Student Devices

The school will maintain an inventory of student devices for checkout during school closures or remote learning periods.

Internet Access

The school will:

- Survey family connectivity needs
- Provide hotspots when available
- Offer alternative offline instructional materials when internet access is limited

Technical Support

Families and staff will receive:

- Technology tutorials
- Login support
- Help desk assistance
- Device troubleshooting guidance

Attendance and Student Engagement

Attendance Procedures

Student participation will be documented through:

- Attendance during live sessions
- Assignment completion
- Daily participation logs
- Two-way communication with staff
- Learning management system activity

Attendance procedures will align with California Education Code and charter school requirements.

Student Engagement Monitoring

Teachers and support staff will monitor:

- Participation in instruction
- Assignment completion
- Communication responsiveness
- Academic progress
- Social-emotional well-being

Re-Engagement Strategies

For students not participating consistently, the school may:

- Contact families directly
- Conduct wellness checks
- Schedule intervention meetings
- Provide additional technology support
- Modify instructional supports
- Coordinate with community resources

Assessment and Progress Monitoring

Teachers will utilize multiple measures to assess student learning, including:

- Formative assessments
- Standards-based assignments
- Benchmark assessments
- Student projects
- Teacher observations
- Performance tasks

Assessment practices will prioritize:

- Academic growth
- Standards mastery
- Timely feedback
- Instructional adjustments

The school may adjust local assessment schedules during emergencies as necessary.

Support for Student Groups

Students with Disabilities

The school will provide continuity of special education services consistent with:

- Individualized Education Programs (IEPs)
- Section 504 Plans
- Federal and state legal requirements

Services may include:

- Virtual specialized academic instruction
- Related services via teletherapy when appropriate
- Consultation services
- Accommodations and modifications
- Compensatory services when required

IEP meetings may be conducted virtually when necessary.

English Learners

English learners will continue receiving:

- Designated ELD instruction
- Integrated ELD support
- Language development opportunities
- Translation and interpretation services

Students Experiencing Homelessness or Foster Youth

The school will coordinate services and supports to ensure educational stability and access.

Supports may include:

- Technology access
- Meal assistance
- Transportation coordination when applicable
- Counseling services
- Community resource referrals

Students Requiring Academic Intervention

The school may provide:

- Small group intervention
- Targeted tutoring
- Academic office hours
- Intervention software programs
- Supplemental instructional materials

Social-Emotional and Mental Health Supports

The school recognizes that emergencies and disruptions may impact student mental health and emotional well-being.

Available supports may include:

- School counseling services
- Social-emotional learning lessons
- Wellness check-ins
- Crisis response support
- Referrals to community agencies
- Family support resources

Staff will receive guidance on identifying and responding to student wellness concerns.

Nutrition and Meal Services

When feasible, the school will coordinate meal distribution services during extended closures in accordance with applicable state and federal guidance.

Families will receive communication regarding:

- Meal pickup locations
- Distribution schedules
- Eligibility requirements
- Community food resources

Staff Responsibilities During Continuity Operations

Staff members are expected to:

- Maintain regular communication with students and families
- Deliver standards-aligned instruction
- Monitor student engagement and progress
- Participate in staff meetings and professional development
- Maintain accurate records and documentation
- Follow school technology and confidentiality policies

Professional Development

The school will provide training related to:

- Distance learning best practices
- Educational technology platforms
- Student engagement strategies
- Equity and accessibility
- Trauma-informed practices

Health and Safety Considerations

When instruction occurs on campus during an emergency, the school will comply with applicable local and state public health requirements.

The school may implement:

- Health screenings
- Cleaning and sanitation procedures
- Cohorting or distancing practices
- Personal protective equipment protocols
- Ventilation and air quality measures
- Modified schedules and transitions

Data Privacy and Security

The school will protect student and staff data consistent with:

- FERPA
- COPPA
- California student privacy laws
- School technology policies

Approved instructional platforms will be reviewed for student data privacy compliance.

Continuity of Operations

The school will maintain continuity of critical operations including:

- Payroll and financial functions
- Student records management
- Board governance meetings
- Human resources operations
- Compliance reporting

Remote work procedures may be implemented when necessary.

Plan Review and Updates

This Instructional Continuity Plan will be:

- Reviewed annually
- Updated as needed based on changing guidance or operational needs
- Evaluated following emergency implementation periods
- Shared with staff and stakeholders

The school leadership team will monitor implementation effectiveness and identify areas for improvement.

Board Approval

The Village Charter School Board reviewed and approved the
Instructional Continuity Plan on **06/03/2026**

Appendices

Appendix A: Emergency Contact Information

Position	Name	Contact Information
Director	Rebecca Ivanoff	rlivanoff5@gmail.com
Office Manager / CBO	Emma Kerfoot	officemanager@villagecharterschool.com
Special Education Coordinator	Renee Berardi	rberardi@wusd.org
Technology Coordinator	Jon Coutts (Northwest Prep)	joncoutts@gmail.com
VCS Board	Jesse Chieppa, Chair	jesse@chieppa.com
	Kristen Pearce, Teacher Rep	kristen@villagecharterschool.com
	Jesslyn Truttman, Secretary	jesstruttman@villagecharterschool.com
	Carrie Landis	carriewlandis@gmail.com
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