



Restoring America's Heritage by Developing Servant Leaders

John Adams Academy - Lincoln

CALIFORNIA COMPREHENSIVE SCHOOL SAFETY PLAN

Emergency Procedures to
Ensure a Safe, Healthy and Productive Learning Environment

2024-25 School Year

The School Safety Plan will be reviewed and updated by March 1 of every year by the Academy.

The School Safety Plan was reviewed and updated by school prior to March 1, 2025.

The School Safety Plan was approved by Governing Board on February 13, 2025.

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School Office:
John Adams Academy – Lincoln (K-12)
1797 Bella Breeze Drive
Lincoln, CA 95648
(916)644-3170

Academy Support Office:
John Adams Academies, Inc.
1 Sierra Gate Plaza
Roseville, CA 95678
(916)780-6800

Sponsoring District:
Western Placer Unified School District
600 Sixth Street
Lincoln, CA 95648
(916) 645-6350

JAA-LINCOLN
EMERGENCY RESPONSE CALL LIST

EMERGENCY:

Fire **Dial 911**
Police **Dial 911**
EMS Ambulance **Dial 911**

California Highway Patrol	Non-emergency	800-835-5247
Lincoln Police Department	Dispatch	916-645-4040
Lincoln Fire Department	Dispatch	916-645-4040

TITLE	NAME	MOBILE PHONE
Executive Director	Joseph Benson	
Superintendent	Troy Henke	
Site Operations Administrator	James Clemmer	
Dean of Secondary Education	Heather McCarthy	
Dean of Elementary Education	Carrie Gulliford	
Director Of Outreach (PIO)	Norman Gonzales	
Campus Safety Coordinator	James Clemmer	
Facilities Supervisor	Joe Ruiz	

INFORMATION TELEPHONE NUMBERS

Poison Control	800-222-1222
Placer County Office of Emergency Services	530-886-4300
Red Cross Roseville Office	916-993-7070
Pacific Gas & Electric	800-743-5000
Placer County Water Agency	530-823-4850
Lincoln Department of Public Services	916-434-2450
Placer County Animal Control	530-886-5500
Sonitrol	800-266-7111

Sponsoring District Name	Western Placer Unified School District
Address	600 Sixth Street, Lincoln, CA 95648
Phone	916-645-6350

CHARTER SCHOOL REQUIREMENTS

A school district is required to prepare a “Comprehensive School Safety Plan” in accordance with Education Code Section 32280. AB 1747 only applied certain elements of that larger statutory scheme to the school safety plans that charter schools must prepare. For example, a Comprehensive School Safety Plan prepared by a school district must assess the status of school crime(s) committed at school campuses and school-related functions. By contrast, a School Safety Plan prepared by a charter school need only address certain elements required in a Comprehensive School Safety Plan, listed below, but not an assessment of school crime.

The School Safety Plan for a charter school must include the following elements:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act;
- (C) Policies for pupils who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils;
- (E) A discrimination and harassment policy;
- (F) The provisions of any schoolwide dress code that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school; and
- (I) Procedures for conducting tactical responses to criminal incidents.

Like the more comprehensive version prepared by a school district, the School Safety Plan prepared by a charter school must be reviewed and updated by the charter school no later than March 1 annually. The School Safety Plan must also be specific to each school and should be developed and updated with input from the administration, local first responders, legal counsel, and experts in school safety.

SAFE INGRESS AND EGRESS FROM CAMPUS

In order to facilitate a safe environment for all individuals, scholars, parents, staff, and community members are to abide by the established traffic flow patterns when on campus. This includes foot traffic as well as vehicle traffic utilized to access or depart from the Academy. All persons traveling to and from the Academy are asked to help us maintain a safe campus by paying close attention to drop-off/pick-up guidelines to ensure the safety of each member of our community. When on campus, please abide by the established traffic flow patterns when dropping off/picking up scholars, coming to work, doing business at, or visiting John Adams Academy.

No persons shall be allowed to park or stop on Academy roads or driveways in a manner that impedes traffic flow when scholars have not been released for pick up. Vehicle stacking in anticipation of school day release has the potential to impact traffic flows on city streets, inhibits access to the campus, affect response times in event of an emergency, and result in additional staff actions during an emergency. Persons desiring to arrive to the Academy prior to the scheduled release time must park their vehicle in a marked and authorized parking location or exit the property until such time as scholars have been officially released.

Persons operating a motor vehicle on Academy premises shall not be allowed to use cell phones or other mobile devices while driving on Academy roads, in the drop-off lines, pick-up lines, or Academy parking lots. Use of electronic devices while driving is a distraction to the driver that increases the risk of injury to the driver and others. As an act of public virtue refrain from use of electronic devices while driving on campus.

Children shall not be left unattended inside vehicles for any reason or any duration of time.

Children shall be properly restrained according to requirements of law while being transported in a motor vehicle on Academy property.

All parents and scholars must use designated crosswalks to access the campus from parking lots. Parents of young scholars should escort their scholars through the crosswalks.

Signage

Signage regarding traffic flows, cross-walks, pedestrian travels, etc. may be posted based on site specific needs.

Staffing

Academy staff and volunteers will be utilized to aid in the facilitation of pedestrian and vehicle traffic flows onto and off of campus. All persons coming to campus are required to follow the directions of Academy staff and volunteers while on campus.

John Adams Academy – Lincoln Safe Ingress and Egress to Campus

Outlined below are our procedures and expectations for John Adams Academy-Lincoln arrival and dismissal using “Drive-line.” At John Adams Academy, Scholar safety is our top priority. Everyone following these procedures will help keep all of our Scholars safe and, at the same time, allow for a smooth and efficient drop off and dismissal. Academy Staff and volunteers are posted at positions in the Drive-line to ensure the safety of all scholars, staff, and visitors during arrival and dismissal. All persons coming to campus are required to follow the directions of Academy staff and volunteers while on campus and during the Drive-line process.

DRIVELINE NUMBERS

Each family of an enrolled scholar will be provided with a unique number that is specific to their family. This number links the vehicle they are in, and their Scholar(s).

MORNING DROP OFF PROCEDURES

Drop off begins at 7:45am. Scholars are not to be dropped off prior to this time. Staff is not on duty prior to 7:45am. Dropping off students at John Adams Academy is only permitted in driveline when staff is available to provide proper supervision of scholars.

During morning drive-line drop-off, there is no parking available to walk students into the school. Access to enter drive-line is only off of Bella Breeze Drive or Galewind Drive. Regardless of what grade level a Scholar is in, the parent can enter from either of the two locations. Once directed to a lane, the parent is to remain in that lane and proceed to the drop off location. All Scholars are to exit the vehicle on the sidewalk side of the vehicle, away from traffic. Academy staff are to be on duty to receive scholar(s), help them from their vehicle, and direct them onto the sidewalk and toward the school. Staff will also be inside the school building to further direct Scholars to their classrooms. After dropping off Scholar(s), parents/guardians are to use the middle exit lane, pull forward and exit the campus using the same street they entered from.

At 8:10am the entrance off of Galewind Drive will be closed and any vehicles arriving to the campus will be required to enter the campus from Bella Breeze Drive. Scholars arriving to campus after morning flag ceremony are required to go to the front desk to receive a tardy slip prior to going to class. Parents of elementary grade scholars arriving after flag ceremony has concluded are required to accompany any elementary scholar to the front office to sign them in.

AFTERNOON PICK UP PROCEDURE

Vehicles are not allowed to arrive prior to the scheduled release time and shall not stack at closed gates in anticipation of release times. Parents are to schedule their arrival to campus to coincide or to follow the release of scholars. As parents arrive to campus they are to place their drive-line number on the dash of their vehicle so the numbers can be easily seen and entered into the drive-line system by Academy staff. There will be access to enter drive-line on either Bella Breeze Drive or Galewind Drive. Staff will enter the drive-line card number into their mobile device, and the Scholar’s number and color of the lane will appear on a screen in the classroom (Red, White, Blue, and Yellow). Vehicles are not allowed to change lanes once they have entered drive-line. Since each pick up location is assigned a designated color, Scholars will be reporting to specific designated pick up lanes to the parent / guardian. If a vehicle changes lanes

after Academy staff have entered their number into Driveline it will delay the reunification of parent/scholar, reduce the efficiency of the driveline process, and may lead to safety concerns in locating the scholar. When the parent pulls up to the loading zone, the Scholar(s) will have already been called from the classroom and will either be at the pick up location, or arriving soon thereafter. Academy staff will help scholars in need of assistance into their vehicle. Parents are not to get out of their vehicle or block a driveline lane to help their Scholar(s) into the vehicle. By utilizing Academy staff to assist scholars into vehicles and having the driver remain in the vehicle the efficiency and integrity of the Driveline process is maintained. Once the Scholar(s) is secure in the vehicle, parents/guardians are to use the middle exit lane, pull forward and exit the campus using the same street they entered from.

ENSURING PARENT / SCHOLAR REUNIFICATION DURING DRIVELINE

Academy staff shall be aware of any sections of the driveline pick up / loading zones that could result in hidden or obstructed views of vehicles. The possibility exists that a vehicle may be pulled very far forward in the loading zone making it difficult for the scholar to see their vehicle, and/or prevent the parent from seeing their scholar on the sidewalk. As Academy staff are assisting scholars who have identified their vehicle, it is essential that they are cognizant of all vehicles in the loading zone and whether a vehicle has remained in the loading zone for a longer than normal timeframe. Staff shall also be cognizant of any scholars at the loading zone who are waiting for their vehicle, but have not yet identified their vehicle. A vehicle waiting for longer than normal times, or a scholar waiting for longer than normal times are an indication of needed staff intervention to ensure the reunification of parent and scholar.

LATE PROCEDURES

Driveline will end shortly after the flow of vehicles arriving to campus no longer causes stacking. After this time, numbers will no longer be entered into our driveline system and all students will be released to the front of the school. Once Driveline is concluded, the entrance off of Galewind Drive will be closed and all remaining scholars will have to be picked up using the Bella Breeze Drive entrance.

JOHN ADAMS ACADEMY AFTER SCHOOL ENRICHMENT PROGRAM

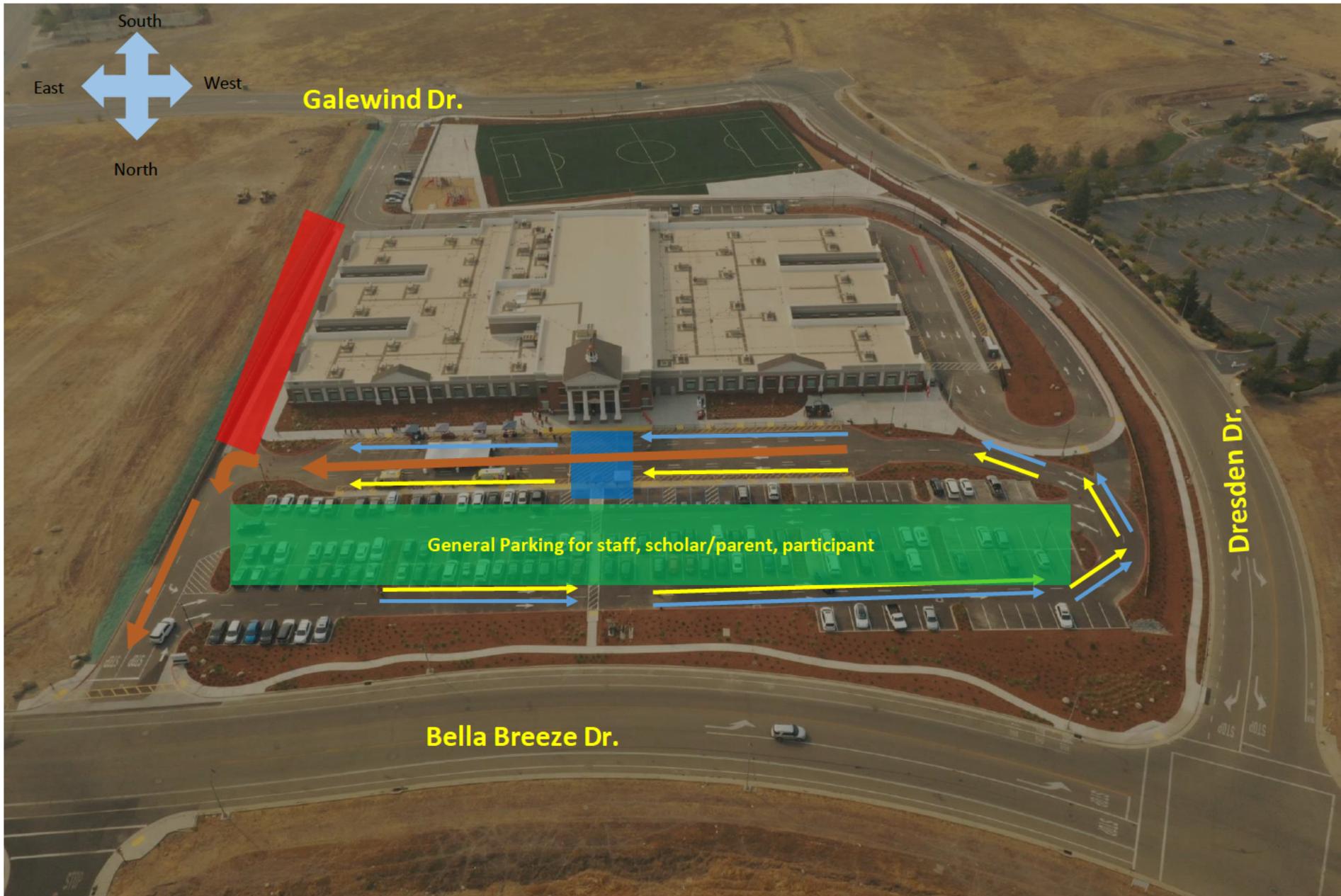
Students signed up for the after school enrichment program, will be dismissed from their classrooms to their after school enrichment program meeting location after school has been released.

CELL PHONE / ELECTRONIC DEVICE USAGE

It is a violation of State law, as well as being dangerous for the safety of our Scholars, to use hand-held cell phones or other electronic devices while driving on school property and in school zones. Electronic Devices must be hands-free and must never be a distraction. Cell phone use during drop-off and pick up times is prohibited.

WALKERS OR CITY BUS RIDERS

If Scholars will be arriving to, or departing campus by foot, or by taking a city bus, they shall utilize the pedestrian exit on the north side of the Academy property at Bella Breeze Dr. The pedestrian exit allows access to the sidewalk and crosswalk at Bella Breeze Dr. Scholars who will be using the city bus shall utilize the cross walk at either the intersection of Dresden Dr. and Galewind Dr., Dresden Dr. and Bella Breeze Dr., or at the north entrance to Bella Breeze Dr. to safely traverse across Dresden Dr. to the public bus stop located in front of 1900 Dresden Dr. Scholars who are walking home or walking to access city bus services will be released after Driveline has concluded. Utilizing walker permissions in order to pick up scholars in a vehicle and avoid Driveline is prohibited.



Driveline /
Entrance Lanes



Driveline
Exit Lanes



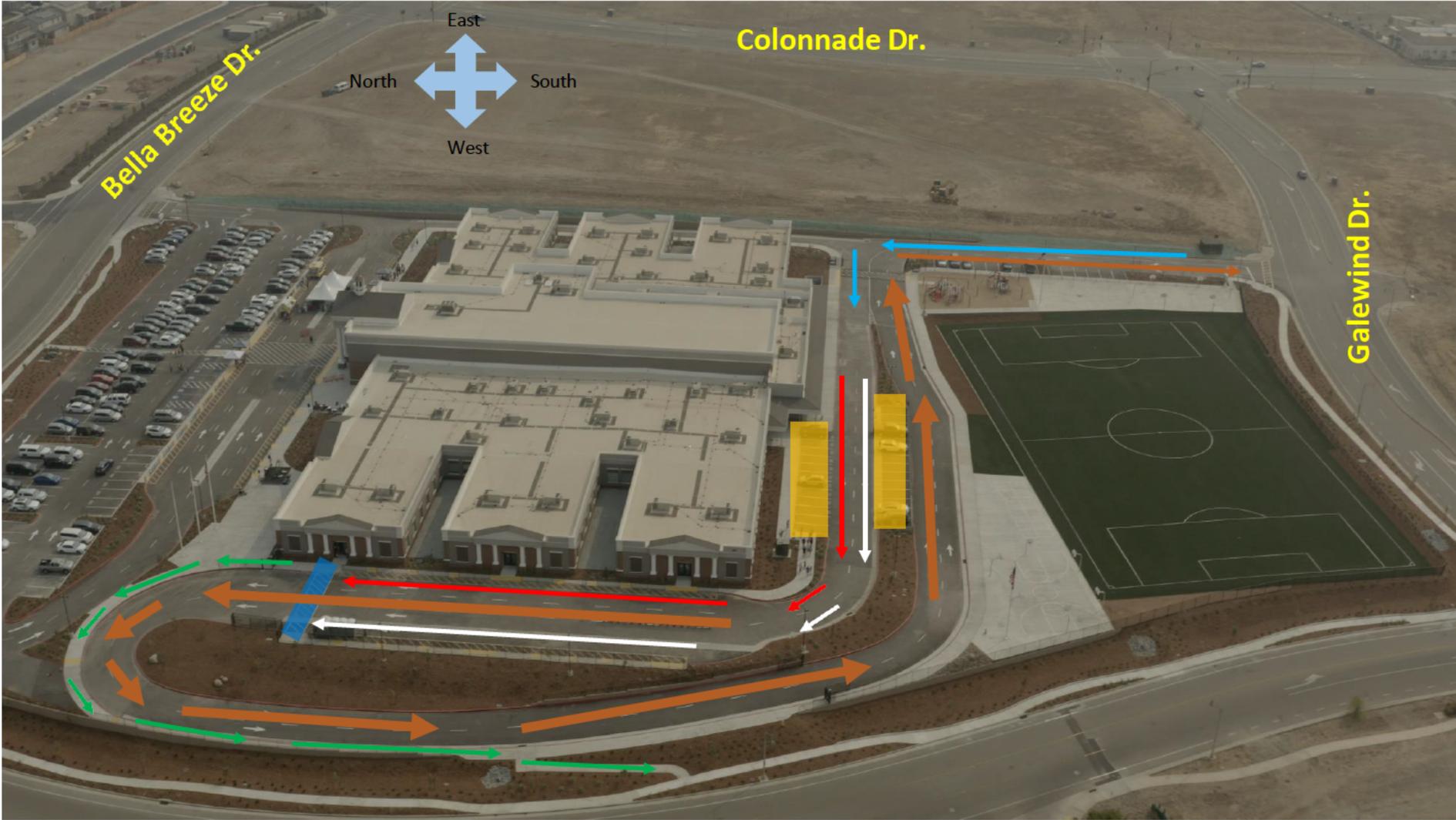
Emergency Vehicle's
Only—NO Public
Access



Safe pedestrian
crossing via crossing
guard



General parking for
staff, students, par-
ents, & participants



	Driveline Entrance			Driveline Lanes		Driveline Exit Lanes		Safe pedestrian crossing via crossing guard		Non-public Parking		Pedestrians / City Bus Users
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Charter



Apps

Charter Apps – Driveline Software

The school dismissal solution for quick, safe, and orderly student pickup

Charter



Apps



Driveline Dispatch

Driveline Dispatch utilizes a simple calculator type interface in which the staff member enters the number hanging in the vehicle window (Family ID). The Family ID may also be entered from the school office or a parent walk-up area at the school.

The school can use a different color for each pick up area. The color is displayed in the classroom next to the student's name to tell the student where their vehicle is outside.

Driveline Dispatch runs on any computer or mobile device with a browser. An IOS app and Android app are also available for free download.

Charter



Apps

Driveline Classroom

The classroom view displays the student's names in their classroom to inform the teacher and student of their parent's arrival. This view is monitored in the classroom by the teacher, a student, or projected onto the wall for the entire class to see.

The classroom view is visible from any computer, tablet or mobile device via a normal web browser.

The screenshot shows a web browser window titled "Driveline Classroom". The address bar shows the URL "https://driveline.charterapps.com/driveline/classroom/pickupMonitor". The page content includes a green header with "DriveLine: STARTED" and "3:34 PM". Below the header, there are two sections for different teachers. The left section is for "Mr. Campbell" and the right section is for "Mrs. Morgan". Each section contains a table of student arrival data.

ID	Name	Area	Time
222	Martin Stewart	Blue	3:33
286	Katherine Lee	Red	3:33
202	James Griffin	Gren	3:33
152	Ronald Peterson	Blue	3:32

ID	Name	Area	Time
526	Brian Morris	Gren	3:33
428	Margaret Griffin	Blue	3:33
150	Lori Wright	Red	3:33
304	Robert Robinson	Blue	3:33
156	Kelly Clark	Blue	3:32
22	Michael Brown	Red	3:32

Charter Apps – Driveline Software

Perform your dismissal in 3 Easy Steps



A school staff member enters the family ID numbers hanging in the vehicle window of the arriving parents.



The names of the students assigned to that family ID will be displayed in the classroom indicating to the student where their vehicle is outside.



Students proceed to their vehicle and depart.

DISASTER PROCEDURES

Disaster procedures, including earthquake preparedness are included in the Standard Response Protocol.

POSSIBLE USE OF SCHOOL GROUNDS AS DISASTER SHELTER

The Executive Director or his/her designee is responsible for communicating with public agencies (e.g., American Red Cross, County Office of Emergency Services, etc.) to use school facilities for mass care and welfare shelters or other emergencies affecting public health and welfare. The Executive Director or his/her designee shall ensure the Academy cooperates with the public agency in furnishing and maintaining the services as the Academy may deem necessary to meet the needs of the community.

GUIDELINES FOR PERSONS WITH DISABILITIES IN EMERGENCIES

Whether, staff, visitors, or scholars, evacuation of persons with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of persons with disabilities. Whenever possible and appropriate, persons with identified disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

- Establish a buddy system - Persons with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.
- If assistance is required, but not immediately available, persons with disabilities should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped.
- She/he should continue to call for help until rescued.
- Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.
- Be familiar with alarm signals.
- Leave school materials in the room to avoid wasting time.
- Remain calm.
- DO NOT re-enter a building until permitted by emergency personnel.
- DO NOT use elevators unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

Evacuation Policy for Persons with Disabilities

School personnel shall familiarize themselves with these procedures in order to assist in planning for the evacuation of persons with physical and sensory disabilities.

In All Emergencies, after an evacuation has been ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Attempt a rescue evacuation ONLY if you have had rescue training.
- Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- If the situation is life threatening, call 911.
- DO NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

SECTION 1: EMERGENCY RESPONSE

At the request of local law enforcement agencies, portions of the safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. Therefore, it has been removed from the publicly published version of the safety plan.

SECTION 2: EMERGENCY PREPAREDNESS

At the request of local law enforcement agencies, portions of the safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. Therefore, it has been removed from the publicly published version of the safety plan.

SECTION 3: REUNIFICATION PLAN

At the request of local law enforcement agencies, portions of the safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. Therefore, it has been removed from the publicly published version of the safety plan.

SECTION 4: EMERGENCY PLAN RESOURCES / TEMPLATES

SAMPLE FIRE ALARM CHECKLIST
TEMPLATE FOR EVACUATIONS FOR FIRE ALARM
SAMPLE ACTIVITY LOGS
SAMPLE FORMS



SAMPLE FIRE ALARM CHECK LIST

Date _____

FIRE ALARM STATUS CHECK LIST



Time In _____

Time Out _____

Buildings Clear

"A" / Franklin Building-

1st Floor Clear _____ 2nd Floor Clear _____

"B" / Adams Building-

1st Floor Clear _____ 2nd Floor Clear _____

3rd Floor Clear _____

"C" / Madison Building-

1st Floor Clear _____ 2nd Floor Clear _____

"D" / Washington Building-

1st Floor Clear _____ 2nd Floor Clear _____

Radio Protocol

Buildings Clear: Once your floor has been cleared call in "A Building 1st Floor Clear." and your "name". This is done for each floor, in each building as they are cleared.

Evac Sites: Incident Commander will say- "Stand by for Evacuation Roll Call"- IC will then say "Evacuation site 1". Your reply will be- "Evacuation site 1 GREEN" if ALL are present or "Evacuation Site 1 RED (state the number of people missing and their names- ie 2 scholars and 1 adult missing. Susie ..., Andy ..., and Mary ... Susie's mother or "Evacuation Site 1 BLUE" and state the number of injured and the type of injuries. You may also have a combination of the above. "GREEN with MEDICAL" Meaning ALL are present with medical needed. And state number and type of medical needed. And lastly "RED with MEDICAL". State how many and the names of those who are missing and the number and type of medical needed.

Evac Site 1- GREEN _____ RED _____ Medical _____

("D" / Washington Bldg. North Half) Notes: (ie- Number and who missing. Number and type of Medical)

Evac Site 2- GREEN _____ RED _____ Medical _____

("D" / Washington Bldg. South Half) Notes: (ie- Number and who missing. Number and type of Medical)

Evac Site 3- GREEN _____ RED _____ Medical _____

("A" / Franklin Bldg. 1st Floor) Notes: (ie- Number and who missing. Number and type of Medical)

("B" / Adams Bldg. 1st Floor)

("C" / Madison Bldg. 1st Floor MPR)

Evac Site 4- GREEN _____ RED _____ Medical _____

("A" / Franklin Bldg. 2nd Floor) Notes: (ie- Number and who missing. Number and type of Medical)

("B" / Adams Bldg. 2nd & 3rd Floor)

("C" / Madison Bldg. 2nd Floor)

Filled out By _____

Template for Radio Communication During Evacuation:

[Redacted]

I [Redacted]
[Redacted]
[Redacted]
[Redacted] [Redacted]
[Redacted]

I [Redacted]
[Redacted]
[Redacted]

I [Redacted]
[Redacted]
[Redacted]
[Redacted]

I [Redacted]
[Redacted]
[Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]
[Redacted]
[Redacted]

I [Redacted]
[Redacted]
[Redacted]

I [Redacted]
[Redacted]
[Redacted]

[Redacted]

[Redacted]
[Redacted]
[Redacted]

Gas, Biological and Chemical Release Response Checklist

<u>Action</u>	<u>Circle one</u>	<u>Notes:</u>
Have emergency responders been contacted?	Yes No	
Have scholars and staff been evacuated from area of contamination?	Yes No	
Have all scholars and staff been accounted for? off and secured?	Yes No	Has the area of contamination been cordoned No
Has the perimeter been posted with 'Do Not Enter' signs?	Yes No	
Have the doors and windows been closed and locked?	Yes No	
Have fans and HVAC been turned off? into contact with the area cleaned exposed body parts?	Yes No	Have staff, scholars, and others who came No

Completed by: _____

Date: _____

Academy Location _____

Injury and Missing Persons Report

Missing Person's name _____

Teacher name _____

Location/Room # _____

Date _____

INJURY

Name	Type of Injury	Notes

MISSING PERSON(S)

Name	Last Known Location

Completed by: _____

Date: _____

Damage Assessment Report

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Hazardous Materials</u> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u>
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u>
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Physical Hazards</u> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Damaged Bld. Matl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: (description of trouble, location, severity or hazardous materials):

Findings

Building or room safe for re-occupancy	Yes	No
Building or room closed due to hazardous conditions	Yes	No

The following corrective measures need to be completed prior to re-occupancy:

Completed by: _____

Date: _____

POLICIES AND PROCEDURES RELATED TO SAFETY

CHILD ABUSE REPORTING PROCEDURES

BOARD POLICY ON SAFETY PLANS

ACADEMY DISCIPLINE POLICY

TEACHER NOTIFICATION OF DANGEROUS PUPILS

DISCRIMINATION AND HARRASSMENT POLICIES ACADEMY

UNIFORM POLICY (DRESS CODE)

BOARD POLICY ON SUICIDE PREVENTION

CHILD ABUSE PREVENTION PROCEDURES

Child Abuse Identification & Reporting Guidelines

Information for school personnel and those who work in our children's schools to be able to identify signs of suspected cases of child abuse and/or child neglect and to have the tools to know how to make a report to the proper authorities.

These guidelines are issued by the California Department of Education (CDE), in conjunction with the California Department of Social Services, to help all persons, particularly those persons who work in our children's schools, to be able to identify signs of suspected cases of child abuse and/or child neglect and to have the tools to know how to make a report to the proper authorities. These guidelines are issued in conjunction with an extensive training module, specifically aimed at training school employees and educators on their obligations as mandated reporters of child abuse, which can be located online at [California Child Abuse Mandated Reporter Training](#).

Identification of Child Abuse and Neglect

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children:

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children:

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

Reporting Child Abuse or Neglect

Community members have an important role in protecting children from abuse and neglect. While not mandated by law to do so, if child abuse or neglect is suspected, a report should be filed with qualified and experienced agencies that will investigate the situation. Examples of these agencies are listed below. Parents and guardians of pupils have the right to file a complaint against anyone they suspect has engaged in abuse or neglect of a child. Community members do not need to provide their name when making a report of child abuse or neglect. Telephone numbers for each county's emergency response for child abuse reporting are located at [California Emergency Response Child Abuse Reporting Telephone Numbers](#) (PDF).

School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect. The training offered online to mandated reporters, is equally available to school volunteers.

Obligations of Mandated Reporters

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school

employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken.

These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.

Required Training for School Employees

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. An online training module has been developed specially for educators and is located at [California Child Abuse Mandated Reporter Training](#). Alternative training methods may be used but, if an LEA uses training other than the online training module, the LEA must report that fact to the CDE and inform the CDE of the training that was used. A form for this purpose is available at [Reporting Form for LEAs Who Use Alternative Training For Mandatory Reporting](#) (PDF).

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity

from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

After the Report is Made

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

Child Protective Services

The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases in California. Existing law provides for services to abused and neglected children and their families.

Reprinted from California Department of Education Website page on “Child Abuse Identification & Reporting Guidelines” located at <https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp>

BOARD POLICY ON SAFETY PLANS

Board Policy on Safety Plans

The Board of Trustees recognizes that scholars and staff have the right to a safe and secure Academy campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for scholar conduct, responsible behavior, and respect for others.

The Executive Director, or designee, shall ensure the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents. (Ed. Code § 47605, subd. (b)(5)(F); Ed. Code § 47605.6(b)(1)(G).)

In accordance with Sections 47605 of the Education Code the Executive Director, or designee, shall ensure that preparation of a "School Safety Plan" is added as a component of the description of health and safety procedures (Element 6 or F) in charter petitions for renewal of existing academy campuses or petitions for the establishment of new charters.

Newly authorized Academy campuses shall develop a safety plan within one year of initiating (e.g., by March 1 during first school year of operation).

The safety plan(s) for each academy campus already in operation shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval.

The School Safety Plan prepared by the Academy shall address the following elements listed below, but not an assessment of school crime:

- A. Child abuse reporting procedures;
- B. Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act;
- C. Policies for pupils who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils;
- E. A discrimination and harassment policy;
- F. The provisions of any schoolwide dress code that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. (H)A safe and orderly environment conducive to learning at the school; and
- I. (I)Procedures for conducting tactical responses to criminal incidents.

Developments and updates to the School Safety Plan shall be made considering input from the administration, local first responders, legal counsel, and experts in school safety.

Tactical Response Plan

When reviewing the tactical response plan, the Board may meet in closed session provided that any vote to approve the tactical response plan is announced in open session following the closed session. Notwithstanding any other provision of law, any portion of a safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed in consultation with Academy administration, local first responders, legal counsel, and experts in school safety.

Public Access to Safety Plan(s)

The Executive Director or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

BOARD POLICY ON SAFE WORK ENVIRONMENT

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the Academy's safety plan, the Executive Director or designee shall develop strategies for protecting all stakeholders, including employees, from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Headmaster or Dean immediately. The Headmaster or Dean shall notify the Executive Director immediately so that legal and security measures to protect the employee and others in the workplace is taken as appropriate.

In accordance with applicable law, the Executive Director or designee may pursue legal action on behalf of an employee against a scholar or his/her parent/guardian to recover damages to the employee or his/her property caused by the scholar's willful misconduct that occurred on Academy property, at an Academy activity, or in retaliation for lawful acts of the employee in the performance of his/her duties.

The Executive Director or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include, but are not limited to, training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The Executive Director or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. The Executive Director or designee may make available at appropriate locations, including, but not limited to, Academy offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the Dean immediately
2. Immediately notify the Dean, who shall take appropriate action

When informing the Dean about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

BOARD POLICY ON SCHOLAR DISCIPLINE

John Adams Academies, Inc. (JAA) is committed to optimizing learning for all scholars. John Adams Academy scholars are expected to act as scholars: to respect themselves, the academy faculty, others, and property. Discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a scholar's own sense of self-discipline, rather than create a menagerie of rules to follow.

The goals of discipline at John Adams Academy are:

1. To maintain a highly effective learning environment where scholars focus on gaining knowledge with minimal distraction.
2. To utilize the discipline process as an opportunity for scholars to learn about themselves and others, and to provide them with character education and lessons.
3. To reinforce JAA's commitment to treating all scholars with fairness, respect, and equality.

Administration

Administration is to be guided by the principle that any meeting between a scholar and administrator is to provide a learning opportunity for the scholar in order to implement a positive change in behavior. Meetings between administration and scholars on matters of behavior shall include discussions of the Core Values and in most cases include notification to the Scholar's parent of the Scholar's visit to the office.

The primary goal of the choice of consequences by administration is to require the scholar to take responsibility for the infraction. By modeling the Core Values and consistently treating scholars and their families with respect and professionalism, administrators are an extremely valuable and accessible part of a scholar's character development education at John Adams Academy.

The included goals of a parent conference with administration are:

1. To exchange accurate information about the scholar.
2. To determine how the parent-academy partnership can best work together to lead the scholar to reform his/her behavior.

Teachers

Teachers will have the authority to implement discipline procedures in their classrooms that are consistent with the John Adams Academy discipline goals. Teachers will utilize the administration to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom.

Executive Director

The Executive Director or designee shall develop processes and strategies for addressing behavioral expectations that foster and support a positive culture reflective of the Core Values.

In addition, the Executive Director or designee's processes and strategies shall be aligned with the Charter and reflect the goals outlined by the Governing Board. The Executive Director or designee shall establish disciplinary measures to be used by administration and staff to enforce behavioral expectations. In the event that disciplinary measures involve suspension or expulsion, involuntary

removal, disenrollment, dismissal or termination, the Executive Director or designee will ensure that the discipline policy is aligned with the Suspension and Expulsion Policy as outlined in the Charter (Element J) and the adopted Board Policy on Suspensions & Expulsions and state law. Please see John Adams Academy - Roseville Charter (Element J) for the list of suspension and expellable offenses.

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

California Education Code Section 49079 requires school districts to inform the teacher of a pupil who has engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

Since the education code does not specifically apply the requirements to charter schools, charter schools would be free of this requirement under the mega waiver. AB 1747 however, requires charter schools to include procedures to notify teachers of dangerous pupils within their comprehensive safety plans as per Ed Code 49709.

In accordance with California Education Code Section 49079, John Adams Academy shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

The Academy shall provide the information to the teacher based upon any records that the Academy maintains in its ordinary course of business, or receives from a law enforcement agency.

Upon receiving the student's cumulative file from the prior school of record the site administrator shall review the cumulative file to determine if there is any information contained therein to require notification to the teacher of a dangerous pupil. The administrator shall ensure that the student record in the Aeries Student Information System (SIS) is updated according to Aeries processes to ensure that there is a flag available for teachers of the pupil. In addition to noting the SIS the administrator shall also meet with the teacher(s) of the pupil to convey the notice.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

BOARD POLICY ON ANTI-HARASSMENT FOR EMPLOYEES, MANAGEMENT AND BOARD

John Adams Academies, Inc. (Academy) does not tolerate and prohibits discrimination, harassment or retaliation of or against job applicants, contractors, interns, volunteers or employees by another employee, supervisor, board member, vendor, customer or any third party on the basis of race, religious creed, color, age, sex, sexual orientation, gender, gender identity, gender expression, national origin, ancestry, marital status, medical condition as defined by state law (cancer or genetic characteristics), disability, military and veteran status, pregnancy, childbirth and related medical conditions, or any other characteristic protected by applicable federal, state or local laws and ordinances. The Academy is committed to a workplace free of discrimination, harassment and retaliation.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual or physical conduct creating an intimidating, offensive or hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures or teasing), graphic (including offensive posters, symbols, cartoons, drawings, computer displays, social media posts or emails) or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion towards an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a professional and respectful manner.

Sexual Harassment Defined Sexual harassment can include all of the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal or physical conduct of a sexual nature.

Examples of conduct that violates this policy include:

- unwelcome sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault,
- blocking normal movement;
- requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- obscene or vulgar gestures, posters or comments;
- sexual jokes or comments about a person's body, sexual prowess or sexual deficiencies;
- propositions or suggestive or insulting comments of a sexual nature;
- derogatory cartoons, posters and drawings;
- sexually-explicit emails or voicemails;
- uninvited touching of a sexual nature;
- unwelcome sexually-related comments;
- conversation about one's own or someone else's sex life;
- conduct or comments consistently targeted at only one gender, even if the content is not sexual; and

- teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- shunning and avoiding an individual who reports harassment, discrimination or retaliation;
- express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination or retaliation; and
- denying employment benefits because an applicant or employee reported harassment, discrimination or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, coworker, client, customer, vendor or other third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment and retaliation. If an employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of Employee's Supervisor. (Phone numbers are available through the Academy directory.) If this individual is the person toward whom the complaint is directed the employee should contact any higher level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, he or she should contact Head of Human Resources immediately. (Phone numbers are available through the Academy directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy, whether in a formal complaint or informally, must immediately report the issues raised to Headmaster or Executive Director. If the complaint involves the Headmaster or Executive Director then the Chair of the Board of Academy should be contacted.

Investigation Procedures

Upon receiving a complaint, the Academy will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or our Equal Employment Opportunity policy. To the extent possible, the Academy will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the Academy generally will interview the complainant and the accused, conduct further interviews as necessary and review any relevant documents or other information. Upon completion of the investigation, the Academy shall determine whether this policy has been violated based upon its reasonable evaluation of the information gathered during the investigation. The Academy will inform the complainant and the accused of the results of the investigation.

The Academy will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the Academy determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension or immediate termination. Anyone, regardless of position or title, whom the Academy determines has engaged in conduct that violates this policy will be subject to discipline, up to and including termination.

Remember, the Academy cannot remedy claimed discrimination, harassment or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct which they believe violates this policy.

BOARD POLICY ON ANTI-HARASSMENT FOR SCHOLARS

John Adams Academies, Inc. (JAA, the Academy) is committed to providing a school environment free of harassment and disrespectful conduct. This Anti-harassment policy is to respond to potential harassment or prohibited conduct by scholars. Any alleged acts of harassment or prohibited behavior by any employee of the Academy, including administrators, faculty, supervisors and managers, as well as vendors, customers, independent contractors and any other persons will be addressed under the "Anti-harassment Policy for Employees and Management"

The Academy does not tolerate and prohibits conduct that is disrespectful as well as harassment based on sex, race, religion, color, gender or gender identity, national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation. All such conduct violates the Academy's policy. The Academy is committed to an educational environment free of discrimination, harassment and retaliation.

The anti-harassment policy applies to all scholars attending the Academy and prohibits harassment and disrespectful conduct by any scholar, including prohibited conduct toward, any other scholar, parent, administrator, faculty, supervisor or manager or employee.

Teachers shall discuss the Anti-harassment Policy with their scholars in age-appropriate ways and should assure them they are not to engage in any prohibited behavior nor should they endure any form of harassment or prohibited behavior.

The following definitions and processes are intended to be read and interpreted in light of language contained in the JAA charter related to scholar behavior and the list of enumerated offenses for suspension and/or expulsion as well as applicable laws.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual or physical conduct creating an intimidating, offensive or hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures or teasing), graphic (including offensive posters, symbols, cartoons, drawings, computer displays, social media posts or emails) or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows

hostility or aversion towards an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, Scholars are expected to behave at all times in a professional and respectful manner.

Sexual Harassment Defined - Sexual harassment can include all of the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal or physical conduct of a sexual nature.

Examples of conduct that violates this policy include:

- unwelcome sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault,
- blocking normal movement;
- requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- obscene or vulgar gestures, posters or comments;
- sexual jokes or comments about a person's body, sexual prowess or sexual deficiencies;
- propositions or suggestive or insulting comments of a sexual nature;
- derogatory cartoons, posters and drawings;
- sexually-explicit emails or voicemails;
- uninvited touching of a sexual nature;
- unwelcome sexually-related comments;
- conversation about one's own or someone else's sex life;
- conduct or comments consistently targeted at only one gender, even if the content is not sexual; and
- teasing or other conduct directed toward a person because of the person's gender.

Non-Discrimination Statement:

The Academy prohibits discrimination on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by the Academy. This nondiscrimination policy covers admissions or access to, or treatment in, the Academy's programs and activities. The lack of English language skills will not be a barrier to admission to or participation in the Academy's programs or activities.

Counterproductive Behavior and Bullying

Counterproductive behavior may consist of spreading rumors, displaying negativity, acting out, complaining, not getting along and bullying.

Bullying can be blatant or subtle and consist of communication through words, tone or manner that intimidates, patronizes, threatens, accuses or disrespects another.

This form of disrespectful behavior is offensive and is prohibited. The Academy reserves the right to respond to counterproductive, bullying behavior even when no one has complained or indicated they have been offended.

The following are examples of bullying behavior that are inappropriate:

- Condescending language
- Malicious gossiping
- Insults and behind-the-back put downs
- Berating others
- Angry outbursts

- Assault, or threat of assault
- Damage to a person's work area or property
- Threatening gestures
- Condescending body language

Scholar's Responsibility

Scholars are expected to behave properly, exercise good judgment, and reflect the core values of John Adams Academy. All scholars are expected to take appropriate measures to prevent harassment.

If a scholar believes that they have been the subject of harassment or other prohibited conduct, they are asked to report the incident to any member of the Faculty or Administration. The report should be made as soon as possible after the incident has occurred. The scholar will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses. JAA requests that report of harassment be communicated in writing, but this is not mandatory.

Complaints of harassment or other prohibited conduct involving scholars will be referred to the Headmaster. If an employee of the Academy is the subject of the allegations of harassment or prohibited behavior involving a scholar the Headmaster will advise Human Resources and include Human Resources in the investigation of the complaint under the "Anti-harassment Policy for Employees and Management".

Faculty's Responsibility

It is the responsibility of the Faculty to be alert to any situation that may be perceived as prohibited conduct. If a member of the faculty observes, or is informed, of any prohibited conduct they are to immediately notify the Headmaster or Dean as soon possible after they are made aware of the incident/s. They will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses. The Headmaster or Dean will immediately undertake an effective, thorough and objective investigation of the allegations of scholar behavior.

If it is determined that harassment or other prohibited conduct has occurred effective remedial action will be taken in accordance with the circumstances involved. Any scholar determined by the Academy to be responsible for harassment or other prohibited conduct will be subject to appropriate disciplinary action up to and including expulsion as outlined in the John Adams Academy Charter. Every effort will be made to keep the source of the report confidential except where the Academy finds disclosure necessary for resolution.

Retaliation is prohibited

This policy strictly prohibits any retaliation against a scholar or other person that reports a concern about harassment or other inappropriate conduct. Retaliation includes any adverse action taken against a scholar or employee for filing a complaint or supporting another person's complaint.

John Adams Academy encourages all scholars to immediately report any incidents of harassment or other prohibited conduct forbidden by this policy so that complaints can be quickly and fairly resolved.

If a scholar believes their complaint has not been resolved or that they have been retaliated against for complaining, they are encouraged to discuss their concerns with the Headmaster or Dean.

BOARD POLICY ON UNIFORM (Dress Code)

The John Adams Academy Uniform and Dress Code is an integral part of our Culture of Greatness. Based on the principles of modesty, cleanliness and professionalism, it is designed to elevate scholars focus, create unity among the scholar body, and remove distractions from the learning environment. Scholars are always accountable for maintaining proper dress and grooming standards. **As scholars dress each morning, their uniform should be a reminder that they are a part of John Adams Academy, that they are taking on the distinctive role of scholar, and are preparing to become servant leaders.**

John Adams Academy is committed to a standard of dress that is appropriate in a school committed to high standards of excellence. The strictly enforced uniform policy frees the faculty and scholars to address the serious business of teaching and learning. Scholars should be noticed for their academic progress and success, not their appearance, clothing, or accessories.

On Campus

While on campus, the dress code/uniform policy applies.

Off Campus

John Adams Academy Scholars are expected to wear the approved uniform for all off-campus Academy events or activities, unless specific permission has been granted.

Spirit Days

Throughout the year, on designated Spirit Days, scholars will be allowed to dress according to instructions given for the day. Scholars will be expected to dress in acceptable and modest attire conducive to learning and maintaining a respectful school culture. Scholars who do not adhere to the given instructions may lose Spirit Day privileges in the future.

Examples of inappropriate dress include, but are not limited to: visible underwear, boxers, thongs or bra straps; exposed midriff or cleavage, strapless tops or tank tops; pajamas; pointed metal, chains, sharp or studded jewelry; and lettering, aside from John Adams Academy logo; or bare socks or feet. Swimming trunks and bathing suits, when appropriate for the event, will be modest, fit properly and cover the midriff for female scholars.

Academy-Sponsored Dances

While the uniform is not required, scholars are expected to adhere to the same minimum standard and coverage as the daily uniform. Modesty will be expected: no bare skin through clothing, no sheer or midriff, no low-cut or revealing clothing, and shorts will not be allowed.

Dresses must have a minimum two (2) inch-wide strap and dresses, skirts and skorts must touch the knee.

Compliance

Dress code violations will be addressed by staff and/or administration. Any scholar who arrives at school in nonconforming clothes will be provided with a clean, loaner uniform for the day, and may

have their parents contacted for violation of this policy. Parents may also be contacted to bring in proper uniform clothing if the dress code violation cannot be resolved on campus (*e.g.*, if scholar refuses to wear a policy-compliant loaner uniform provided by John Adams Academy or to correct items of appearance such as addressing a disruptive hairstyle).

Any further dress code issues will be brought up on an individual basis, keeping in mind the goal of creating an environment of learning. Habitual unexcused non-compliance may result in mandatory parent conference with administration. No scholar will be assigned any disciplinary, academic, or other penalty for failure to purchase a uniform. However, scholars may face disciplinary actions as John Adams Academy provides support regarding uniforms as described herein.

Since John Adams Academy is a school of choice and no one is mandated to attend, scholars and parents who refuse to comply with the uniform policy should consider whether John Adams Academy is the appropriate school for them. Scholars are expected to live the Academy's 10th Core Value of self-governance, personal responsibility, and accountability. John Adams Academy reserves the right to interpret the appropriateness of scholar dress and grooming.

Provision of Uniforms/Uniform Store

A uniform-compliant John Adams Academy logo embroidered polo shirt (red, white, or navy) and one uniform slack, skirt or skort (as required for secondary scholars) will be made available to each newly admitted John Adams Academy scholar. Donations to help offset the costs of the uniforms for new scholars are welcome, appreciated, and voluntary. (www.johnadamsacademy.org/uniform). The uniform store maintains a complete line of approved uniform polo shirts, uniform-style slacks, skirts and skorts. Scholars should make every effort to secure these uniform items from the uniform store. Any scholar who needs assistance with identifying or obtaining compliant uniform clothing, has size issues, or other concerns related to acquiring uniforms should contact the school office or Dean directly.

BOARD POLICY ON SUICIDE PREVENTION

The Board of Directors of John Adams Academies, Inc. recognizes that suicide is a major cause of death among youth and should be taken seriously. This plan and policy aims to safeguard scholars at all John Adams Academy campuses against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for Academy families affected by suicide attempts and loss. As the emotional wellness of scholars greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of scholars.

The Executive Director or Designee shall ensure the development of suicide prevention, intervention, and postvention measures and strategies aligned with the principles contained in this policy.

In developing and/or reviewing measures and strategies for use by the Academy, the Executive Director or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, the SELPA, other staff, parents/guardians, scholars, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

Suicide Prevention Education & Training

The Academy shall promote the healthy mental, emotional, and social development of scholars including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction may be incorporated into the health education curriculum where appropriate. Such instruction should be designed to help scholars analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Academy shall provide staff with access to training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. Any such professional development also shall include additional information regarding groups of scholars judged by the Academy to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth bereaved by suicide;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Youth experiencing homelessness or in out-of-home settings, such as foster care; and
- Lesbian, gay, bisexual, transgender, or questioning youth;

Employee Reporting and Support

Referral to Headmaster:

Whenever an Academy staff member suspects or has knowledge of a scholar's suicidal intentions, he/she shall promptly notify the appropriate Headmaster. The Headmaster or designee, if appropriate and in the best interest of the scholar, shall notify the scholar's

parents/guardians/caregivers as soon as possible. Determination of notification to parents/guardians/caregivers should follow an initial assessment by the Headmaster or his/her designee to ensure that the scholar is not endangered by parental notification.

Supporting Scholars Who Have Attempted Suicide:

If a suicide attempt by a scholar is made, it is crucial that the Academy protects the privacy of the scholar and maintain a confidential record of the actions taken to intervene, support, and protect the scholar. The Headmaster or his/her designee should contact the parents/guardians/caregivers to offer support.

Re-Entry:

A scholar who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. An appropriate re-entry process is an important component of suicide prevention and intervention. Involving scholars in planning for their return to their course of study provides them with a sense of control, personal responsibility, and empowerment.

The Headmaster or his/her designee should take steps to support the scholar upon re-entry, which may include:

Discussing with the family about any specific requests they may have to support the scholar restarting his/her course of study;

Informing staff about possible days of absences;

and Allowing for reasonable accommodations for scholars to make up work (e.g. extended deadlines on assignments).

Postvention:

Postvention is an intervention conducted after a suicide. A death by suicide in the school community (whether by a scholar or staff member) can have devastating consequences.

The Executive Director or designee shall coordinate the response to such an event, which shall include:

- Where appropriate, notifying all staff members;
- Where appropriate, notify scholars about suicide death and the availability of any support services;
- Messaging about suicide has an effect on suicidal thinking and behaviors.
 - The Executive Director shall ensure appropriate communications are used in the event a suicide occurs or an attempt is made by a scholar.
- Identify scholars significantly affected by suicide death and prepare staff to respond to the needs of these and other scholars; and
- Respond to memorial requests in respectful and non-harmful manner;
 - Responses should be handled in a thoughtful way and their impact on other scholars should be considered;

Employee Qualifications and Scope of Services

Charter School employees must act only within the authorization and scope of their credential or license. This policy does not authorize or encourage any Academy employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Scholar Reporting

Scholars are encouraged to notify a teacher, principal, or any other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions.

Additional Resources

Charter School staff and families are encouraged to review the following resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness
- Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area. <http://www.suicidepreventionlifeline.org>



Restoring America's Heritage by Developing Servant Leaders

BOARD POLICY ON ADMINISTERING MEDICATION

The Governing Board desires to ensure that all scholars attend school and take full advantage of educational opportunities provided by the Academy. The Board further believes scholars who need to take medication prescribed or ordered for them by their authorized health care providers should be able to receive said medication at the school site, where practicable, in order to increase participation in the educational program.

Any medication prescribed for a scholar with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

The Executive Director or designee shall develop protocols for the administration of medication to scholars during school or school-related activities. These protocols shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the scholar's authorized health care provider's approval, request the Academy's permission for the scholar to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes scholar safety and privacy.

The Executive Director or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Executive Director or designee shall make naloxone hydrochloride or another opioid antagonist available at each school for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

When allowed by law, medication prescribed to a scholar by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular scholar, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to scholars in accordance with law, Board policy and as applicable, the written statement provided by the scholar's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication.

The Executive Director or designee shall ensure the maintenance of documentation of the training for designated school personnel.