



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

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, 2026.

The School Safety Plan was approved by Governing Board on April 24, 2026

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

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

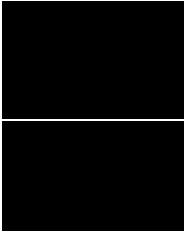
Sponsoring District:
Western Placer Unified School District
600 Sixth Street
Lincoln, CA 95648
(916) 645-6350

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
Superintendent	Troy Henke	
Deputy Superintendent	Emily Devers	
Elementary Principal	Carrie Gulliford	
Secondary Principal	Heather McCarthy	
Campus Safety Lead	Quinn McCarthy	
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 SAFETY PLAN REQUIREMENTS

Charter schools are required to adopt comprehensive school safety plans in line with Education Code section 32282(a)(2)(A)-(O). Traditional school districts are encouraged to develop these plans in conjunction with the CDE's handbook developed by the Safe Schools and Violence Prevention Center and the Attorney General's "Safe Schools: A Planning Guide for Action." Charters are not required to follow this directive but may utilize the resources developed by these agencies in developing their own plans.

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

- (A) Child abuse or neglect reporting procedures;
- (B) Disaster procedures, routine and emergency, including 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;
- (I) The rules and procedures on school discipline;
- (J) Procedures for conducting tactical responses to criminal incidents;
- (K) If a comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, "high-intensity" drills will not be used;
- (L) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school;
- (M) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds;
- (N) Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite; and
- (O) A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

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 7:30am. Scholars are not to be dropped off prior to this time. Staff is not on duty prior to 7:30am. Dropping off scholars 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 scholars will be released to the front of the school. At 3:02pm (12:32pm on half days/Fridays) 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.



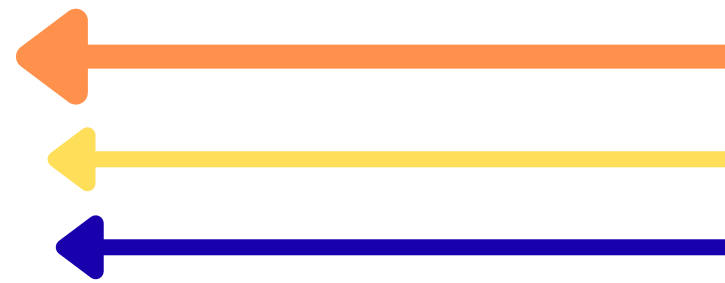
**Crosswalk:
Keep Clear**



**Parking
ONLY**



Directions



**Drop Off &
Pick Up Zones**

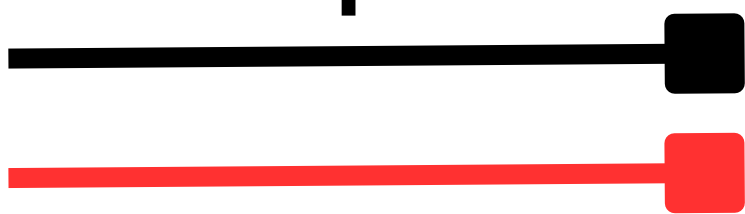




Directions



Drop Off & Pick Up Zones



Crosswalk: Keep Clear



Cones



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 there 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.



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 Commader 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

- BOARD POLICY ON CHILD ABUSE PREVENTION AND REPORTING
- CHILD ABUSE PREVENTION PROCEDURES
- BOARD POLICY ON SAFETY PLANS
- BOARD POLICY ON SAFE WORK ENVIRONMENT
- BOARD POLICY ON SCHOLAR DISCIPLINE
- TEACHER NOTIFICATION OF DANGEROUS PUPILS
- DISCRIMINATION AND HARASSMENT POLICIES
- BOARD POLICY ON UNIFORM (DRESS CODE)
- BOARD POLICY ON SUICIDE PREVENTION
- BOARD POLICY ON ADMINISTERING MEDICATION



BOARD POLICY ON CHILD ABUSE PREVENTION AND REPORTING

The Governing Board is committed to supporting the safety and well-being of Academy scholars and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. Academy employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. All mandated reporters shall receive training on child abuse identification and reporting within the first six weeks of each school year, or within the first six weeks of employment if employed after the beginning of the school year.

The Principal or designee may provide a scholar who is a victim of abuse with school-based mental health services or other support services and/or may refer the scholar to resources available within the community as needed.

Child Abuse Prevention

The Principal, or designee shall, to the extent feasible, seek to make available community resources regarding child abuse prevention programs including resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Links to Community resources on child abuse prevention shall be posted on the Academy's website in a location accessible by parents and scholars. Notification of these resources will also be sent out via Academy communications platforms to parents and scholars.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the Academy school site safety plans.

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

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 Superintendent, 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 and 47605.6 of the Education Code the Superintendent, 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:

1. Child abuse reporting procedures;
2. Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for scholars with disabilities in accordance with the federal Americans with Disabilities Act;
3. Policies for scholars who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
4. Procedures to notify teachers of dangerous scholars;
5. A discrimination and harassment policy
6. The provisions of any schoolwide dress code that prohibits scholars from

wearing “gang-related apparel,” if the school has adopted that type of a dress code;

7. Procedures for safe ingress and egress of scholars, parents, and school employees to and from school;
8. A safe and orderly environment conducive to learning at the school; and
9. 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 scholars and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed in consultation Academy administration, local first responders, legal counsel, and experts in school safety.

Public Access to Safety Plan(s)

The Superintendent 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 Superintendent 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 Principal or Dean immediately. The Principal or Dean shall notify the Superintendent 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 Superintendent 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 Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and scholars.

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 Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by scholars who may pose a danger in the classroom. The Superintendent 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.

Superintendent

The Superintendent 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 Superintendent or designee's processes and strategies shall be aligned with the Charter and reflect the goals outlined by the Governing Board.

The Superintendent 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 Superintendent 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.

The Superintendent or designee shall report on a regular basis to the JAA Board regarding the frequency and categories of discipline required at the Academy including suspension and expulsion rates, and the effectiveness of utilized discipline strategies.

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

JAA's staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. The Discipline Policy and its procedures will be printed and distributed as part of the Family/Scholar Handbook and will clearly describe discipline expectations.

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, co-worker, 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 the Principal or Deputy Superintendent. If the complaint involves the Principal or Deputy Superintendent then the Superintendent should be contacted. If the complaint involves the Superintendent, 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.

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 Principal. If an employee of the Academy is the subject of the allegations of harassment or prohibited behavior involving a scholar the Principal 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 Principal 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 Principal 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 Principal or Dean.



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 Superintendent 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 Superintendent 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 Principal: Whenever an Academy staff member suspects or has knowledge of a scholar's suicidal intentions, he/she shall promptly notify the appropriate Principal. The Principal 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 Principal 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 Principal 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 Principal 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 Superintendent 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 Superintendent 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/>
- 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 <https://sprc.org/>
- 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 988. Callers are routed to the closest possible crisis center in their area. <https://988lifeline.org/>



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 scholar's 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.

JAA uniform apparel may be purchased through
www.johnadamsacademy.org/uniform

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 instructions given 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 an Academy approved activity or 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 of 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 Principal directly.

OFFICIAL UNIFORM:

The following items are included in the official uniform.

Shirts/Blouses

Approved John Adams Academy logo polo or blouse from the uniform store. Shirts must fit properly so they are not too tight, revealing or baggy.

Slacks - Secondary

Approved John Adams Academy khaki or navy slacks from the uniform store. Slacks must fit properly so they are not too tight, revealing or baggy.

Pants - Elementary

Solid navy or khaki uniform-style pants (*see e.g.,* the uniform store). Pants must be plain with no ornamentation or designs. Pants must be clean and in good repair and fit appropriately (*i.e.,* no baggy, oversized, or tight-fitting pants). Capri-length, or cargos with pockets, sweatpants, jeans/denim, skinny pants, corduroy, Lycra/Spandex are not permitted. Belts, if worn, must be black.

Skorts - Secondary

Approved John Adams Academy skorts – navy, khaki, and Hamilton plaid from the uniform store.

Skorts must fit properly so they are not too tight or revealing.

Skirts are not allowed in secondary.

Skirts, Skorts, Dresses, and Jumpers - Elementary

Must be long enough to reach the knee. Bohemian-style or maxi skirts are not

permitted. Must be in good repair and appropriately fitting, i.e. not tight fitting.

Skirts/Skorts (TK-6th): solid navy or khaki uniform style skirts, plain without any ornamentation, designs or cargo pockets. Hamilton plaid skirts or skorts from the uniform store are also permitted.

Dresses (TK-2nd): Only logo embroidered dresses from the uniform store allowed for TK- 2nd grade scholars.

Jumpers (TK-3rd): Only Hamilton plaid jumpers from the uniform store allowed for TK- 3rd grade scholars.

Leggings/Tights

Solid red, white, navy or black in good repair, without designs or ornamentation and may only be worn under uniform skirts or skorts. Leggings may not be worn as pants or slacks.

Shoes

Shoes should be solid black – no patterns (e.g., logos, stripes, etc.), neon colors, jewels/embellishment, lights or white toes (Converse-style). Plain, solid black athletic or dress shoes are allowed. Closed or open toed sandals with back support are allowed as weather permits. Shoelaces must be black and tied at all times. No boots, slippers, clogs, Heelys, cowboy boots or any other inappropriate shoe. Rain boots may be worn outside during rainy weather, but must be removed prior to entering the classroom.

Socks

Solid red, white, navy or black in good repair, without designs or ornamentation (Also applies to tights and leggings.)

Hairstyles, Grooming, Accessories

Must be conservative, no unnatural colors or patterns (dyed hair tips, streaks), spikes, or drastic cuts, including, but not limited to mohawks. Hairstyles should not cover the eyes or face.

All scholars shall not have multiple piercings or body piercings, extreme or excessive jewelry, spiked jewelry or chains.

Boys: Clean-shaven with no facial hair; No piercings.

Girls: One pair of conservative earrings allowed. Make-up must be conservative. Girl's conservative hair accessories are allowed in red, white and navy.

Hats, hoods or sunglasses are not to be worn inside at any time.

Inclement Weather

Long Sleeve Tops: To stay warm in colder weather, scholars may wear a solid red, white or navy (no visible logo) long-sleeve undergarment (e.g., turtleneck or athletic) under their John Adams Academy polo uniform shirt.

Also, solid red, white, navy or black tights or long underwear may be worn under uniform slacks, skirts or skorts for colder conditions.

See www.johnadamsacademy.org/uniform for 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 Principal directly.

OPTIONAL ITEMS:

Shorts - TK-6th Boys and Girls: Only
7th-12th Boys and Girls: Not permitted

Knee-length, uniform-style, solid navy or khaki shorts. No cargo shorts. (*see uniform store*).

John Adams Academy Blazer - High School Scholars: Only
TK-8th Boys and Girls: Not permitted

JAA Professional dress must be worn as a complete set comprised of an official JAA Blazer, oxford-style shirt and necktie. All items may be purchased through the JAA uniform store.

Outerwear

Inside of Academy buildings/classroom (*Applies to jackets, sweaters, vests, sweatshirts, hats, etc.*):

Outerwear is not considered part of the official uniform. For colder conditions, see "Inclement Weather" above in the official uniform section. Only outerwear purchased from the uniform store or other Board approved vendor with the John Adams Academy logo may be worn inside the building or during class (see website) and should only be worn when necessary (*e.g.*, during cold conditions where the official uniform is insufficient). In the unusual event of extreme cold temperature for which an approved undergarment or approved outerwear is insufficient, allowances will be made for non-uniform jackets worn by scholars on such dates.

Outside of Academy buildings/classroom it is strongly encouraged that scholars wear approved John Adams Academy outerwear purchased through Board approved vendor. Otherwise, scholars must use the following guidelines:

Outerwear must be solid red, white, navy, or black and free from pictures, logos, lettering, or designs (except for John Adams Academy logo). Must be worn properly, not inside out.

Beanies must be solid red, navy, black, or white and must be free from pictures, logos, lettering, or designs (except for John Adams Academy logo). Beanies, hats and hoods are not to be worn indoors (unless in the unusual event of extreme cold temperature as determined by John Adams Academy).

P.E./Physical Fitness Uniform (7th-12th grade):

Dressing for PE is an option for secondary scholars, but is not required. If a scholar chooses to exercise this option, please refer to your PE teacher. P.E. shoes should be an athletic shoe with support. Non-black athletic shoes are acceptable only during P.E. or physical mentor courses. Black-soled shoes are not allowed in the MPR or on any gymnasium floor. Scholars who require accommodations (*e.g.*, religious, medical, etc.) from this uniform policy should make such requests with their administration.



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 scholar's individualized education program or Section 504 services plan, as applicable.

The Superintendent 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 Superintendent 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 Superintendent 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 Principal 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 Superintendent or designee shall ensure the maintenance of documentation of the training for designated school personnel.

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites. Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
John Adams Academy - Lincoln	John Adams Academy - Lincoln	Dr. Troy Henke Superintendent of Schools John Adams Academy	troy.henke@johnadamsacademy.org 916-888-1362

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on June 19, 2025 and adopted by John Adams Academy - Lincoln on June 26, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, John Adams Academy - Lincoln will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Within five calendar days, JAA will make regular efforts to engage the El Dorado Hills school community using a variety of methods. Timely communication and feedback were collected through a process including ParentSquare (our standard communication platform), social media, online surveys, virtual public meetings, personal communication via phone or in-person gatherings, email, and online message boards. Board of Trustees meeting comments and scholar engagement and comments.

This feedback will be used in the development of distance learning programs, community support, and drafting of the Instructional Continuity Plan. Ongoing communication with staff providing regular feedback during regularly scheduled staff meetings, personal contact from administration, contact with personnel services, academic department/grade level leadership meetings, email communications and participation in Board of Trustee meetings, will assist us to provide timely and appropriate communication to our families. Parent orientations and distance learning orientations will be held for all community members new to JAA and/or those participating in distance learning, providing details regarding the JAA program along with open discussion and Q&A with administrative staff. Notes and presentation slides will be made available to families who are unable to attend in-person meetings.

Methods of Two-Way Communication

Methods for two-way engagement.

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

- Short messaging service (SMS)
- ParentSquare is our standard communication platform for all campuses and will be used as the main communication method.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Building redundancy into communication methods and proactively preparing for disruption ensures that learning and relationships remain strong even when events not within our control create technology and communication challenges. Flexibility and learning from running our own online school have given JAA the ongoing benefit and problem solving opportunities that are key in planning for and maintaining effective two-way communication and making adjustments during unexpected learning disruption.

Support for Unique Needs

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

An unexpected school closure creates challenges to serve scholars with Unique needs. During COVID 19 considerable learning was had and will assist us in meeting the unique needs that occur with an online school program, services that may occur for English learners (EL) will be supported through weekly use of literacy software (LEXIA, iReady), one-on-one check-ins from EL teaching staff, continued small group instructional groups (via Zoom) and GLAD strategies used across all curriculum delivered online. Meetings include assessment, progress monitoring, content-specific supports, IT/access supports, and targeted academic coaching. Foster youth scholars will receive counselor check-ins and individual tutoring (online) throughout closure. Counseling and support services will be made available to low-income, foster youth, and English Language (EL) families. School counselors will facilitate social groups (via Zoom) for at-risk scholars. Staff will provide referrals to school counselors for support and check-ins as needed, with school or district personnel reaching out to determine individual needs and provide adequate support. The School Closure Resource Page on the JAA website offers links to resources for meals, mental health support, academic support, enrichment activities, and contact information for support agencies throughout Sacramento and Placer Counties. Scholars receiving Special Education support are provided with specific plans of support for distance learning. Regular contact with the assigned Education Specialist, as well as their general education teacher, ensures the provision of appropriate accommodations and services. Additional support is offered through support providers as needed, utilizing virtual, in-person, and telephone meetings. Students with 504 Plans are provided access to appropriate accommodations, as recommended by the general education teacher and support providers as needed. Communication will be provided to families regarding temporary programmatic changes and supports for students during distance learning.

Access to Instruction

Timeline for Access to Instruction

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

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

Similar to our online school procedures, a centralized distribution location will be established based on the nature of the interruption and available space to facilitate distribution of materials in a timely, efficient manner. Detailed information, including location, schedule, and materials distributed (i.e. Chromebooks and/or hot spots), will be shared no later than the 8th day following the disruption via ParentSquare and other relevant channels to begin instruction by the 10th day.

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

All scholars were assigned to a specific teacher for each grade level or subject matter and will continue with that class/teacher assignment for the entirety of the in-person disruption. This allows all scholars to interact with their peers and continue building relationships that can be continued once in-person instruction resumes. Each class or course is comprised of both in-person and distance learning scholars, with opportunities to communicate and interact throughout the school year. JAA will utilize our online school courses to maintain continuity of content and standards, lesson delivery, and consistency, leveraging scope and sequence documents specifically designed for our online courses. The seamless access to online courses will be an integral factor in ensuring instructional continuity and success across all grade levels.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Similar to our online school procedures, a centralized distribution location will be established based on the nature of the interruption. Detailed information, including location, schedule, and materials distributed (most likely Chromebooks and/or hot spots), will be shared no later than the 8th day following the disruption via ParentSquare and other relevant channels. This will allow two days for families to prepare for the re-integration to learning on the 10th day. This ensures equitable access to all curriculum and instructional continuity for scholars, as the transition to distance learning is necessary. The distance learning program combines daily live instruction, small group interactions, pre-recorded lesson content, and synchronous and asynchronous learning activities. Scholars are expected to log in daily using Canvas, Google Classroom, and Zoom for their assignments and live interactions. Materials applicable to each grade level and course will be distributed to all scholars. They will include novels, workbooks, textbooks, math manipulatives, whiteboards, electronic devices, notebooks, printed work packets, and planners. Following our Ten Core Values and to maintain the John Adams Academy's culture and traditions for all scholars, a daily Flag Ceremony is held, and each scholar is expected to log in and participate. School announcements, quotes of the day, and announcements allow all scholars to maintain a connection to their peers and the academy. Home-to-school partnerships remain a priority at John Adams Academy, and regular events and communication will be maintained to support this goal. Regular emails and ParentSquare communications, as well as virtual meetings, will be held as needed and will be a key part of our distance learning program.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Scholars are required to participate in a daily virtual lesson or class meeting. This provides an opportunity for each teacher to take attendance, provide instruction, review daily activities, and discuss any needs or concerns. Additionally, Canvas and/or Google Classroom are utilized and monitored to track scholar participation, assignment completion, and assessment results. Teachers will also monitor the use of online learning platforms, such as Lexia and Math Facts Lab, to track ongoing student participation and progress. IReady assessments will be given three times throughout the year to provide benchmark and progress data. Teachers will track participation and engagement using the Daily Participation and Weekly Engagement Log, while also tracking attendance through our Aeries Student Information System. Minutes of involvement and engagement will be calculated weekly and monitored by staff. When scholars fail to meet the required involvement and engagement thresholds, staff will implement the school's adopted reengagement strategies.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

As our plan is to utilize a distance learning model, we do not expect the need to make any reassignment of scholars. They will be able to access their education through this pathway and continue with JAA through the disruption.

Instructional Continuity

Communication Protocols

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

Within five calendar days, JAA will make daily efforts to engage the El Dorado Hills school community using a variety of methods. Timely communication and feedback will be disseminated through a multi-prong process including ParentSquare (our standard communication platform), social media, online surveys, virtual public meetings, personal communication via phone or in person gatherings, email, online message boards, Board of Trustees meeting comments and scholar engagement and comments. Our previous experiences will assist us in the development of distance learning programs, community support, and drafting of the Instructional Continuity Plan. Ongoing communication with staff providing regular feedback during regularly scheduled staff meetings, community support, and drafting of the Instructional Continuity Plan. Ongoing communication with staff providing regular feedback during regularly scheduled staff meetings, personal contact from administration, contact with personnel services, academic department/grade level leadership meetings, email communications and participation in Board of Trustee meetings, will assist us to provide timely and appropriate communication to our families. Parent orientations and distance learning orientations will be held for all community members new to JAA and/or those participating in distance learning, providing details regarding the JAA program along with open discussion and Q&A with administrative staff. Notes and presentation slides will be made available to families unable to attend in person meetings.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The Academy will utilize all available resources to include: books, technology devices, electronic file resources, access to learning software platforms, and any other learning supports deemed necessary to support scholar learning.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

We will strategically utilize our online school class platform, Canvas and/or Google Classroom to access previously created and aligned coursework, learning objectives and standards driven instruction to all scholars. We are very fortunate to have the online school as part of our comprehensive program. This will allow us a more seamless transition and ability to move into the online/independent study based programming with greater clarity and purpose.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The Academy will ensure that all learners with diverse needs have access to a Chromebook issued by the school. To ensure internet access, hotspots may be provided to those who do not have access outside of the school setting. EL learners may be provided with Chromebooks featuring assistive technology when appropriate, texts in first languages and virtual access to EL instructors in order to ensure equal access to instructional resources. Learners with disabilities will continue to be supported to ensure access via their individualized education plans. This includes the emergency circumstances program page that identifies specific resources to ensure that services and appropriate tools are offered when a school needs to close for 10 or more days.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs will be provided and maintained based on the individualized needs of the learner as determined and agreed upon by the IEP team annually. The team considers how to deliver services, exploring options such as teacher-posted lessons, virtual meetings, personalized learning tools, scheduled appointments, email check-ins, and office hours. Transition services, extended school year services, and supplementary aids and services are also reviewed and agreed upon. The Academy acknowledges that the implementation of the IEP under these circumstances does not constitute a change to the Academy's offer of FAPE or IEP.

English Learners (EL)

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

EL scholars will continue to be supported in alignment with the California English Learner Roadmap Policy through a combination of instructional strategies, designated supports, and inclusive practices. EL scholars will continue to receive both Designated and Integrated ELD aligned to state standards. In any instructional model (in-person, remote, or hybrid), English Learners (ELs) will have access to rigorous core instruction that is scaffolded to meet their language needs. Teachers use strategies, sentence frames, visuals, and language objectives to ensure access. ELs will also continue receiving small-group or individualized support based on their proficiency levels.

School and district leaders will ensure that English Learner (EL) needs are addressed in instructional planning. Site teams meet regularly to review EL progress using formative assessments and ELPAC data. Elevation (or other data tools) is used to monitor RFEP and EL progress, including during remote or asynchronous learning. EL supports are integrated across content areas and grade levels. Communication with families regarding their English Language (EL) scholar's progress continues in their preferred languages, using translated materials, interpreters, and technology platforms. We also ensure coordination with Special Education and 504 teams, where applicable, for dually identified scholars.

Professional Learning

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

As a result of the COVID-19 pandemic, JAA developed distance learning and an online school. The online school continues to be a highly viable option for scholars and has a current enrollment exceeding 400 scholars. This fact and the experience gained over the past four years, helps us to be very confident in our ability to pivot to a distance learning model. Many of our staff remain from those experiences and will serve us well should we have to make such a move. We would rely heavily on our online learning team to provide training opportunities for staff in best practices, lesson development, scholar engagement, mental health supports, stakeholder connections and time management with a focus on Classical Online Learning aligned to the JAA model and curriculum. Additional training will be provided to administrative staff to equip them with tools and resources to support their teaching staff. Staff would be brought up to speed through daily professional development including departmental/grade level meetings, materials preparation, curriculum specific training, health and safety protocols, online platform and IT training and other site specific training. Staff meetings would be held at least weekly. PLC meetings occur at least once monthly, with ongoing opportunities for grade level/departments to meet for planning and collaboration.

Well-Being and Support Services

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

Drawing on our experience with online instruction and our commitment to servant leadership, the following systems will continue to be implemented with our School counseling staff and psychologists. They will continue to offer individual and group sessions via Teams video conferencing, as they did during in-person learning. JAA will also provide contact information for immediate support services and provide resources to crisis hotlines for after-hours needs. Our nursing staff will be available to provide support and connect families to external resources as needed. The academy will maintain regular communication with families through email, phone, text, and our website, with translation support available as required in commonly spoken languages. Utilizing virtual services, multilingual support, and local community partnerships, John Adams Academy will ensure that the physical and mental health needs of all scholars are met during any period of distance learning.

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

As we will be in a distance learning, online delivery model, our focus will be on providing timely tech support to ensure consistent access to online courses and teacher instruction. Water and medicines may be needed on the very short term in the event of a sudden interruption of in person learning. A reserve of bottled water will be maintained on campus and at our central kitchen to provide timely support to drinking water should the need arise.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

As a result of COVID 19, considerable learning was had and will assist us in meeting the unique needs that occur with an online school program, services that may arise for English learners (EL) will be supported through weekly use of literacy software (LEXIA, iReady), one-on-one check-ins from EL teaching staff, continued small group instructional groups (via Zoom) and GLAD strategies used across all curriculum delivered online. Meetings include assessment, progress monitoring, content-specific supports, IT/access supports, and targeted academic coaching. Foster youth scholars will receive counselor check-ins and individual tutoring (online) throughout closure. Counseling and support services will be made available to low-income, foster youth, and English Language (EL) families. School counselors will facilitate social groups (via Zoom) for at-risk scholars. Staff will provide referrals to school counselors for support and check-ins as needed, with school or district personnel reaching out to determine individual needs and provide adequate support. The School Closure Resource Page on the JAA website offers links to resources for meals, mental health support, academic support, enrichment activities, and contact information for support agencies throughout Sacramento and Placer Counties. To ensure the continuity of special education services, all providers are trained in delivering their services via a virtual platform. Guidance on delivery methods is determined annually by the IEP team and documented on the emergency circumstances page. As a result of this pre-planning and training, services can be transitioned to alternate platforms without missing sessions or delaying services. Scholars receiving Special Education support are provided with specific plans of support for distance learning. Regular contact with the assigned Education Specialist, as well as their general education teacher, ensures the provision of appropriate accommodations and services. Additional support is offered through support providers as needed, utilizing virtual, in-person, and telephone meetings. Students with 504 Plans are provided access to appropriate accommodations, as recommended by the general education teacher and support providers as needed. Communication will be provided to families regarding temporary programmatic changes and supports for students during distance learning.

Site-Based Collaboration

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

Building on our experiences during the COVID-19 pandemic and four years of operating our own online school, we brought together these key stakeholder groups to revisit and evaluate our previous contingency plans. Through this collaborative process, we reflected on what we've learned about effective communication, instructional

continuity, and student support in a virtual environment. With the purpose of this plan in mind to ensure preparedness for any disruption to the regular school day, we have refined the essential components to better respond to future interruptions, whether caused by power outages, infrastructure damage, or other unforeseen events.

Return to Site-Based Learning

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

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

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into John Adams Academy - Lincoln's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

JAA organizational leadership, in collaboration with site leaders will have a scheduled 4:00pm debrief via Teams, everyday. A weekly in-depth review will be held in person or via Teams, each Friday at 2:30pm. Urgent, unexpected situations will be addressed as deemed necessary, to ensure and promote safety of all stakeholders.

Procedures for Notification of Confirmed Immigration Enforcement

Presence (Added pursuant to Education Code § 32282, as amended by SB 98 (Chapter 124, Statutes of 2025), effective immediately upon signing on September 20, 2025. This section is required until January 1, 2031.)

Purpose To ensure timely, safe, and appropriate communication with scholars, parents/guardians, teachers, administrators, school personnel, and the broader school community when immigration enforcement activity is confirmed on the schoolsite, consistent with state and federal law. These procedures prioritize the safety, well-being, privacy, and educational rights of all members of the school community, regardless of immigration status.

Definition of "Immigration Enforcement" For purposes of this policy, "immigration enforcement" means any efforts to investigate, enforce, or assist in the investigation or enforcement of federal civil or criminal immigration laws that penalize a person's presence, entry, reentry, or employment in the United States. This includes, but is not limited to, actions by U.S. Immigration and Customs Enforcement (ICE) or other federal agents related to immigration status.

Confirmation of Presence

- Immigration enforcement presence is considered "confirmed" when school or district administration receives reliable information (e.g., direct observation, official identification presented by agents, or credible reports from staff or law enforcement liaisons) indicating that immigration enforcement officers are on the schoolsite for the purpose of immigration enforcement activities.
- The Principal, Superintendent or Designee shall verify and confirm such presence as quickly as possible while prioritizing safety.

Notification Procedures Upon confirmation of immigration enforcement presence on the schoolsite:

1. **Immediate Internal Alert** – The Principal or Designee shall immediately notify key internal personnel (e.g., school site administrators, safety team members, and Academic Services) to coordinate response and ensure no unnecessary escalation.
2. **Community Notification** – As soon as safely possible (considering the safety and well-being of scholars, employees, and community members), the school shall issue a notification to:
 - o Parents and guardians of scholars
 - o Teachers and administrators
 - o School personnel
 - o Other relevant school community members (as appropriate and feasible)

The notification shall include, at minimum:

- o The fact that immigration enforcement presence has been confirmed on the schoolsite
- o The approximate time and general location (without compromising safety or ongoing response)

- o A statement emphasizing that the school remains committed to scholar safety, privacy, and access to education
- o A hyperlink or reference to resources, including:
 - Educational rights of all scholars (regardless of immigration status) under California law
 - State laws protecting privacy and confidentiality of scholar records (e.g., Education Code § 49076 et seq., AB 21 protections)
 - Support services for families impacted by immigration enforcement (e.g., legal aid referrals, counseling, community organizations)

3. Method of Notification – Notifications shall use established communication channels (e.g., mass email, school website alert, parent portal, automated phone/text system, or school marquee/announcements), selected to reach the broadest audience promptly while complying with privacy laws. Notifications shall not include personally identifiable information about any individual.

4. Ongoing Monitoring – The school shall monitor the situation and provide updates if the enforcement activity concludes or escalates, as appropriate.

5. Coordination with Law Enforcement – If immigration agents request access to records, facilities, or individuals, staff shall follow existing protocols under AB 21 (2017), Education Code § 234.7, and federal law, including requiring valid judicial warrants (absent exigent circumstances) and consulting legal counsel.

Training and Review

- School staff shall receive annual training on these procedures, including recognition of immigration enforcement indicators, verification steps, and notification protocols.
- This section shall be reviewed and updated annually as part of the overall CSSP review process, or sooner if needed to reflect changes in law or best practices.

Legal Compliance Note All actions under this policy shall be consistent with federal and state law, including but not limited to restrictions on sharing scholar information without proper authorization, and protections against discrimination based on immigration status.

This policy section fulfills the SB 98 mandate for procedures "specifically designed to notify parents and guardians of scholars, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite," while considering safety and well-being.



American
Heart
Association.

Cardiac Emergency Response Plan and Protocol

Schools



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Cardiac Emergency Response Plan

(Last Reviewed: ***)

Purpose

- 1) This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.
- 2) In the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020) . Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Developing a Cardiac Emergency Response Team (CERT)

- 1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation.
- 2) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.
- 3) Designate one person to call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Best Practice Considerations:

- a) Consider having the Cardiac Emergency Response Team comprise of at least 5 people or 10% of staff.
 - a. In recognition of periodic absences and overall staff turnover, a robust team of individuals trained to be part of the CERT is essential to ensure uninterrupted response activities.
- b) CERT members should be able to step away from their tasks to assist when CERP is activated or have coverage for their classrooms.
- c) A list of these individuals and their CPR certifications should be maintained on-site in a readily accessible area.
- d) Consider medical coverage continues to be provided at the athletic event if continued after the event.

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

- 1) Minimum recommended number of AEDs for (insert name of school/school district/workplace/community/sports) include inside the building and outside the building:
 - a) *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
 - b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
- 2) Regularly check and maintain each AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity including summer months when school is not in session.
- 3) CERT coordinator should be responsible for verifying equipment readiness and for maintaining maintenance activity.
- 4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads.
- 5) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- 6) AEDs shall be accessible for responding to a cardiac emergency, during day and night sports activities, after-school, or work activities, in accordance with this CERP.
- 7) Each AED should have one set of AED pads connected to the device and one spare set.
- 8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
- 9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
- 10) Locations of the AEDs are to be listed in the “Protocol for Cardiac Emergency Response Team” and Building Location Information, AED locations, and School Maps (see appendix).

Best Practice Considerations:

- a) Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use when traveling to off-site locations. If unable to have a back up AED, have a plan on what AED you will use if an AED is out of service.
- b) AEDs to be installed using a cabinet or bracket/wall rack approved for such purpose and be surface mount or wall recessed.

- i. Regardless of which mount is chosen, AEDs shall be placed so that the AED's readiness indicator faces outward.
- ii. During installation, it is important to make sure that screws, bolts and wall anchors will not penetrate electrical wires or pipes inside wall.
- iii. Installation Height: Placed at an unobstructed height of forty-eight (48) inches from the floor (it may be lower) to provide optimum accessibility in compliance with American Disabilities Act (ADA). ADA Accessibility Guidelines (ADAAG) specify that objects such as automated external defibrillator wall cabinets shall not protrude more than 4 inches from the wall into walks, corridors, passageways, or aisles.
- c) Keep copies of event documentation with AED and first responder kits.
- d) CERT coordinator should register their AED with the manufacturer and supplier to receive notifications of potential recalls or alerts.
- e) Best practice is for all schools, regardless of grade levels served, to have both pediatric and adult pads available. Apply pads based on manufacture recommendations. Make sure pads do not touch.
- f) If only adult pads are available: adult AEDs may be used on children. If the pads are too large for standard positioning without touching, Pads can be placed with one pad on the center of the chest between the nipples and the other pad on the back of the child between their shoulder blades.
- g) If pediatric pads are available: the small pads or child key/switch will deliver a shock with a lower energy dose than the larger pads will. If a child is very small, you may need to put one pad on the child's chest and the other on the child's back.
- h) Consider having an AED readily available on the sidelines of sporting events and practices.
- i) Consider posting AHA Simplified Adult BLS diagram from the AHA near AED cabinet (see appendix).

Communication of CERP

- 1) The Cardiac Emergency Response Plan (CERP) should be posted broadly in places such as (but not limited to):
 - a) In each classroom, cafeteria, restroom, health room, break room and in all offices.
 - b) Adjacent to each AED.
 - c) Adjacent to each public telephone.
 - d) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - e) At other strategic locations on school campus, including outdoor physical education and athletic venues and facilities.
 - f) Attached to all portable AEDs.

- 2) The Cardiac Emergency Response Plan should be distributed to:
 - a) All staff and administrators at the start of each school year, with updates distributed as made. In workplace and recreation centers, the CERP should be made available annually and when updates are made.
 - b) All staff should be educated on the Cardiac Emergency Response Plan in their school yearly.
 - c) New staff members should receive CERP in their orientation materials.

Best Practice Considerations:

- a) A copy of the Cardiac Emergency Response Protocol should be provided to any organization using the school. The organization using the facility should then adapt the CERP to the needs of their group/organization.
- b) Consider having a plan in place for after-hour events or off-site field trips.
- c) Consider a modified Cardiac Emergency Response Protocol which takes into consideration the nature and extent of the use and shall meet the spirit and intent of this Protocol to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on-site after standard business hours.
- d) A facility user or renter should have their own plan, especially those using facility after school hours. We created a letter for schools to provide to facility users and renters: <https://parentheartwatch.egnyte.com/dl/Ead1QYTXCc>

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- 1) Staff training
 - a) A sufficient number of staff (in addition to the school nurse or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff in schools should have current CPR/AED certification.) Training shall be renewed at least every two years. Absolute minimum number is 3 to ensure CPR is initiated, AED is retrieved, and 911 is notified.
 - b) The school should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
 - c) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.
 - i) Consult local regulations to ensure your plan meets any additional local requirements.
 - d) All staff, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

2) Cardiac Emergency Response Drills:

- a) Cardiac Emergency Response Drills are an essential component of this Plan. The site should perform at least 2 successful Cardiac Emergency Response Drills each year with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.
- b) Include as many other people as possible (staff, faculty, coaches, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

Best Practice Considerations:

- a) Consider utilizing a checklist outlining response steps to ensure all actions are being completed. An observer can time the event and check off steps as they occur.
- b) Save time after the drill to debrief with staff about how the response can be improved, if the CERP needs to be edited, and that the team feels confident in a real response.

Local Emergency Medical Services (EMS) Integration with the School Plan

- 1) Provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- 2) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
- 3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

Best Practice Considerations:

- a) When possible, invite local EMS and first responders to the Cardiac Emergency Response Drills. They can give meaningful feedback and provide information about realistic situations.
- b) Speak with your local EMS team to see if training supplies are available for education and to use for the CERP drill.

Conduct Practice Drills

- 1) Please refer to the CERP Drill section on the [American Heart Association page](#) for more information (see appendix).

Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:
 - a) A *post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
- 2) Post-event documentation and action shall include the following:
 - a) A contact list of individuals to be notified in case of a cardiac emergency.
 - b) Determine the procedures for the release of information regarding the cardiac emergency.
 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.
 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - f) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
 - h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
 - i) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.

Best Practice Considerations:

- a) Consider before/after school events.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

1. Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
2. The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

Best Practice Considerations:

- a) All Cardiac Emergency Response Team members should be able to step away from their tasks without risking harm to other students.
- b) All members should be alerted uniformly via overhead page, radio, text, or phone.

References

Mozaffarian, D., Benjamin, E. J., Go, A. S., Arnett, D. K., Blaha, M. J., Cushman, M., ... & Turner, M. B. (2015). Heart disease and stroke statistics—2015 update: a report from the American Heart Association. *circulation*, 131(4), e29-e322.

Okubo, M., Chan, H. K., Callaway, C. W., Mann, N. C., & Wang, H. E. (2020). Characteristics of paediatric out-of-hospital cardiac arrest in the United States. *Resuscitation*, 153, 227-233

Protocol for Cardiac Emergency Response Team

(School, Organization, or Sports Facility Name)

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

- 1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.
 - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 - c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.
 - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

- 2) Facilitate immediate access to professional medical help:
 - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.
 - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).
 - c. Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
 - d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - e. The closest team member should retrieve the automated external defibrillator (AED) in route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR

- a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.
 - i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.)
Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
 - ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED:

- a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.
 - i. Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

5) Transition care to EMS.

- a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- b. Team focus should now be on assisting EMS safely out of the building/parking lot.
- c. Provide EMS a copy of the patient's emergency information sheet.

6) Action to be taken by Office / Administrative Staff:

- a. Confirm the exact location and the condition of the patient.
- b. Activate the Cardiac Emergency Response Team and give the exact location.
- c. Confirm that the Cardiac Emergency Response Team has responded.
- d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- e. Assign a staff member to direct EMS to the scene.
- f. Perform "Crowd Control" – directing others away from the scene.
- g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.
- h. Consider medical coverage to continue to be provided at the athletic event if continued after the event.

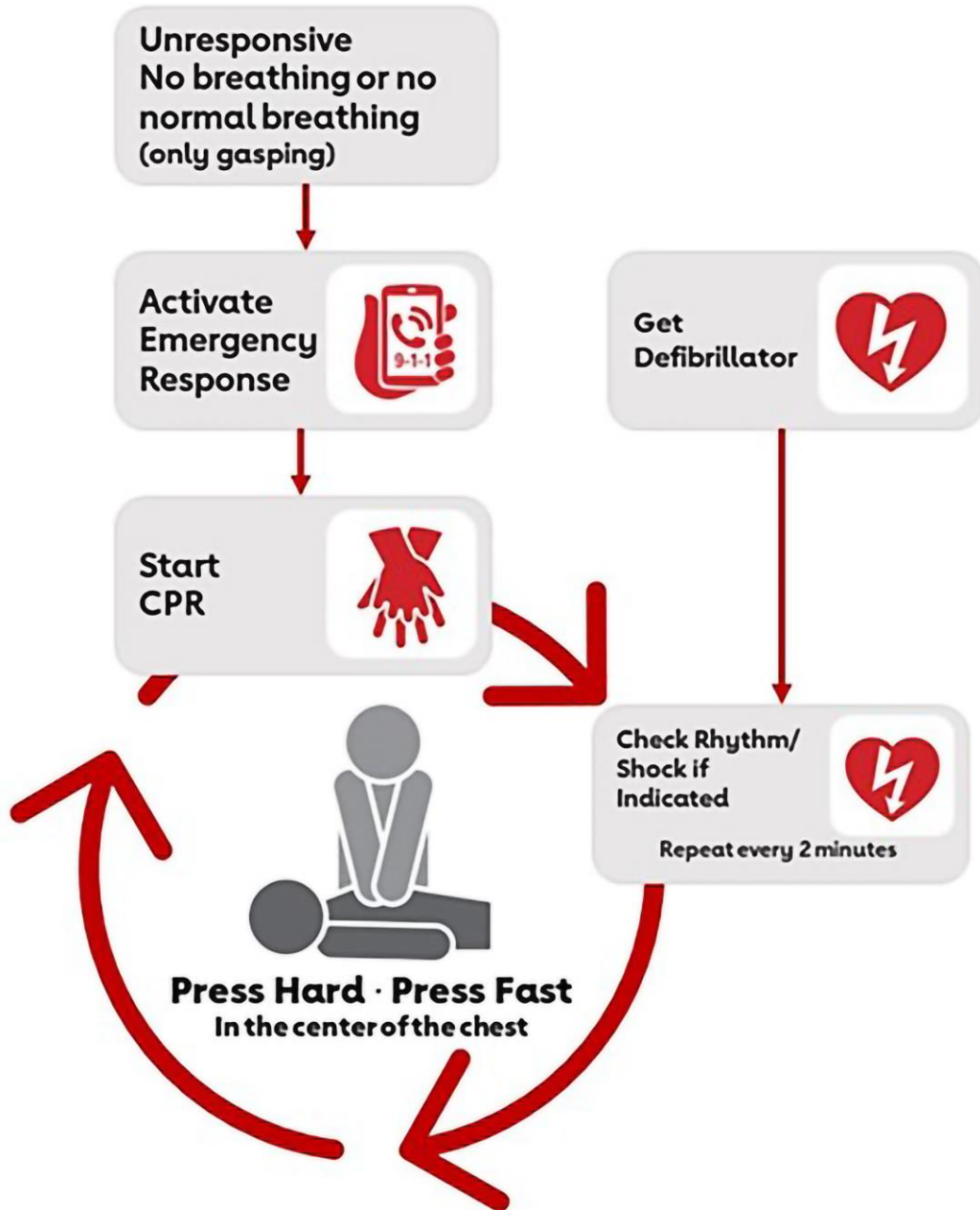
- i. Consider having the students stay in place (ie. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j. Designate people to cover the duties of the CPR responders.
- k. Copy the patient's emergency information for EMS.
- l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.
- n. Contact school district administration, human resources and/or sports facility management.

7) Debrief

- a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

IMPORTANT: This is a resource document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state, and federal law.

Simplified Adult BLS



OPIOID OVERDOSE RECOGNITION AND RESPONSE

Purpose To provide immediate life-saving response to suspected opioid overdose on school grounds, during school activities, or involving students/staff/visitors. Naloxone (e.g., nasal spray) reverses opioid-induced respiratory depression and is safe even if no opioids are involved.

Legal Authority

- Education Code § 49414.3: Allows districts/charter schools to stock opioid antagonists and designate trained nurses/volunteers to administer in good faith.
- Good Samaritan protections (Civil Code § 1714.22 et seq.) shield trained administrators from liability when acting reasonably.
- CDPH statewide standing order supports distribution and use.

Signs of Suspected Opioid Overdose (Train staff to recognize these—treat as overdose if unsure)

- Unresponsive or difficult to wake (unconscious).
- Slow, shallow, irregular, absent, or noisy breathing (snoring/gurgling/choking sounds).
- Blue/gray/purple lips, fingernails, or skin (cyanosis; may appear gray on darker skin tones).
- Pinpoint pupils.
- Cold/clammy skin.
- Slow/absent pulse or rigid body/seizure in severe cases.

Step-by-Step Response Protocol (Follow "SAVE" or similar mnemonic if trained)

1. Ensure Scene Safety and Call for Help

- o Ensure your safety and the scene is safe.
- o Call 911 immediately (or direct a bystander to call). Report: "Suspected opioid overdose, person unresponsive/not breathing normally, location [exact address/room], administering naloxone if available." Request EMS and provide updates.

2. Check Responsiveness and Breathing

- o Shout the person's name and tap shoulders vigorously.
- o If no response, apply sternal rub (rub knuckles firmly on breastbone) or similar painful stimulus.
- o Check breathing: Look/listen/feel for 10 seconds. If absent/slow/irregular (<10 breaths/min), proceed immediately.

3. Administer Naloxone (Nasal Spray – Primary Form in Schools)

- o Retrieve naloxone kit (stored accessibly, e.g., health office, with AEDs/first aid, clearly labeled, checked for expiration).
- o Remove from packaging.
- o Lay person on back, tilt head back slightly.
- o Insert nozzle into one nostril until fingers touch nose sides.
- o Press plunger firmly to give full dose (spray).
- o Remove device.

- o If no response (breathing/responsiveness) after 2–3 minutes, administer a second dose in the other nostril (use new device). Fentanyl overdoses often require 2+ doses – repeat every 2–3 minutes as needed while awaiting EMS.

4. Support Breathing and Circulation

- o If trained and breathing absent, provide rescue breathing mouth-to-mouth or bag-valve-mask) or CPR (if no pulse).
- o Continue until breathing resumes or EMS arrives.
- o Keep person on side (recovery position) if vomiting occurs to prevent choking.

5. Monitor and Provide Care Until EMS Arrives

- o Stay with the person—do not leave alone.
- o Monitor breathing, pulse, and responsiveness.
- o If person wakes (may be agitated/confused from withdrawal), reassure and keep calm/safe.
- o Do not give food/drink until fully alert.
- o Provide warmth if cold.

6. Post-Incident Actions

- o Document: Time/symptoms observed, doses given, response, staff involved.
- o Notify: School administration, parents/guardian (if student), and follow district incident reporting.
- o Restock used/expired naloxone immediately (via NDP or pharmacy).
- o Debrief and offer support to responders/witnesses.

Training Requirements

- Annual training for volunteers/nurses (free via CDPH, NDP, or approved providers). Covers recognition, administration, storage, and follow-up.
- Recommend CPR certification.
- Maintain records of trained personnel.

Storage and Maintenance

- Secure but accessible (e.g., unlocked health office during hours; in emergency kits).
- Check expiration dates monthly; store per manufacturer (avoid extreme heat/cold).
- Coordinate restocking through DHCS NDP.

Additional Notes

- This applies to anyone on campus (scholar, staff, visitor).
- No prescription needed for school use under standing order.
- Integrate into annual safety plan review and staff notifications.
- For fentanyl prevalence, emphasizing multiple doses may be needed.