

*Antioch Charter
Academy
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Updated: February 2021

**2020-
2021**

**Comprehensive
School Safety
Plan**



Charter Council Approved: 2/11/2021

**Antioch Charter Academy
California Comprehensive School Safety Plan (CSSP)**

Table of Contents

<u>Description</u>	<u>Page(s)</u>
Part 1: Comprehensive School Safety Plan Program Overview & Purpose	3
Part 2: Assessment of Current status of School Crime	5
Part 3: Child Abuse Reporting	9
Part 4: Routine and Emergency Disaster Procedures	10
Part 5: Suspension/Expulsion Policies-Procedures	30
Part 6: Notifying Teachers of Dangerous Pupils	31
Part 7: Discrimination and Harassment Policy	31
Part 8: Schoolwide Dress Code Policy	35
Part 9: Procedures for Safe Ingress and Egress	35
Part 10: Safe and Orderly Environment for Learning	36
Part 11: Rules and Procedures for School Discipline	37
Part 12: Tactical Response to Criminal Incidents	38
Part 13: Roles and Responsibilities of Mental Health Professionals and School Counselors	39

Section 32280	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	8/2021	

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with the fire department and other first responder entities in addition to the currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Routine and Emergency Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Tactical response to criminal incidents
- Rules and responsibility of mental health professionals

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year.

A copy of the Comprehensive School Safety Plan is available for review at the ACA Office.

Safety Plan Vision

Antioch Charter Academy is dedicated to providing a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility.

Antioch Charter Academy nurtures and supports a partnership of students, teachers, families and the community; embraces individual strengths; and builds upon research informed educational best practices including Montessori, multiple intelligences, brain-compatible teaching, and multi-age groupings with small class sizes.

Antioch Charter Academy staff works cooperatively and professionally to maximize student achievement in a happy, healthy and safe workplace conducive to learning.

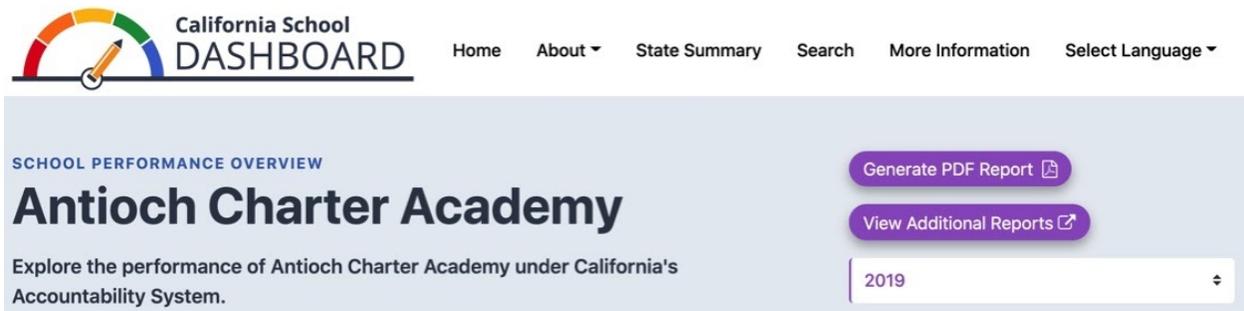
Components of the Comprehensive School Safety Plan [EC 32281 (b)(1)(2)(3)]

Section 32281	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
<p>Plan is written and developed by a school site council/committee (SSC)</p> <p>Co-Administrator: Kevin Fuller and Elisa McCutcheon Teacher: Sarah McLean Parent of child who attends ACA: Lydia Moon Classified Employee: Kelly MacCallister Others:</p>	<p>12/2020</p>	<p>Draft plan was reviewed by a committee of teachers on October 12, 2020. Elisa McCutcheon brought several questions from the staff to the co-administrators on October 20th, 2020.</p>
<p>SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP</p> <p>The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities</p>	<p>Antioch Police Department 1/2021</p>	<p>Corporal Colley</p>

Components of the Comprehensive School Safety Plan [EC 32282 (a)(1)]

An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing the following types of information:

- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data



California School DASHBOARD

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SCHOOL PERFORMANCE OVERVIEW

Antioch Charter Academy

Explore the performance of Antioch Charter Academy under California's Accountability System.

Generate PDF Report

View Additional Reports

2019

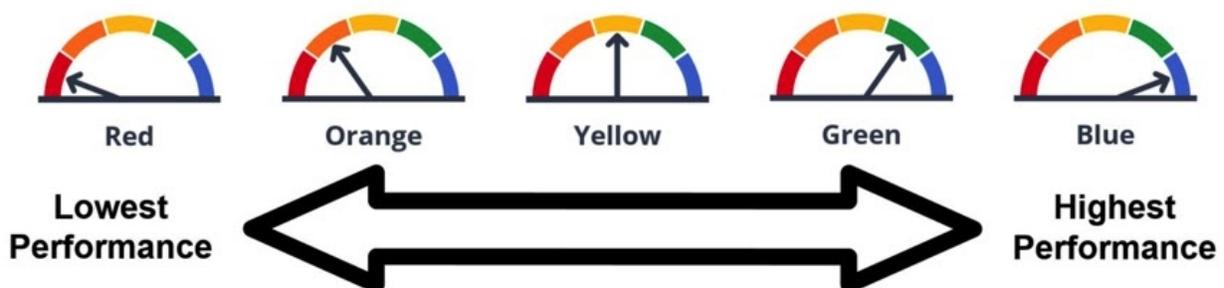
These priority areas form the basis for California's integrated accountability system, which meets both state and federal requirements.

Different criteria are used to **determine and report performance** for the state and local measures.

For the methodology for measuring performance on the local measures, please see the [local measures](#).

Performance on the **state measures** is based on data from both the current and prior years. Any LEA, school, or student group with at least 30 students in both the current and prior year receives a **performance level** for each applicable state measure. There are **five** performance levels, and each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level.

On the Dashboard, a school's, LEA's, or student group's performance on a state measure is graphically displayed by a gauge, that is broken into five different colored segments, to represent the five levels of performance. An arrow points to the color that corresponds to the performance for that measure. The picture below illustrates the five analog gauge meters used on the California School Dashboard. Each gauge meter is a half-circle dial that has 5 segments. Each segment represents a different performance level. The colors read from top to bottom: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level. A needle indicates the performance level for the measure.



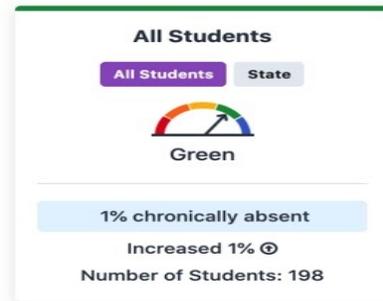
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Chronic Absenteeism

All Students

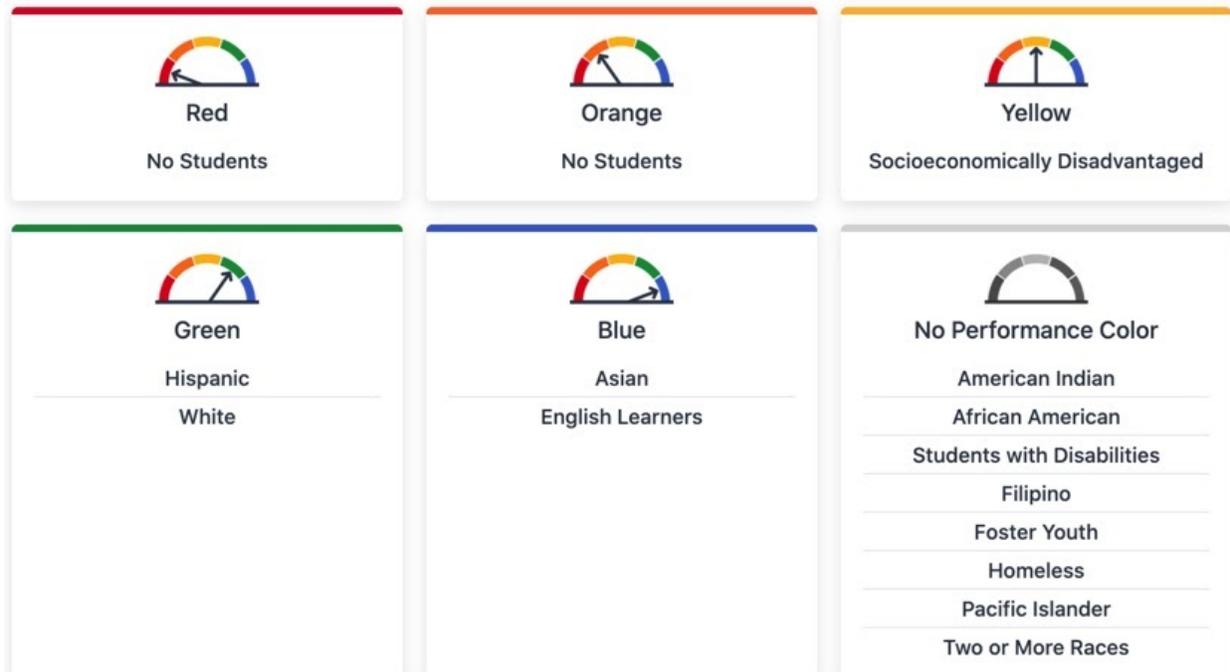
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

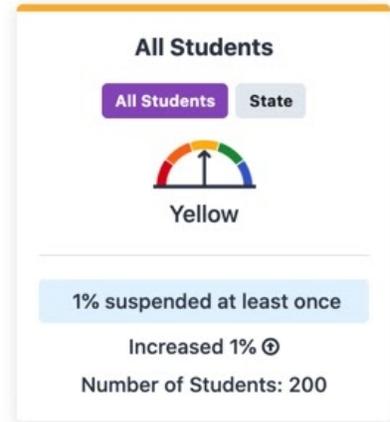
5 Total Student Groups



Suspension Rate

All Students

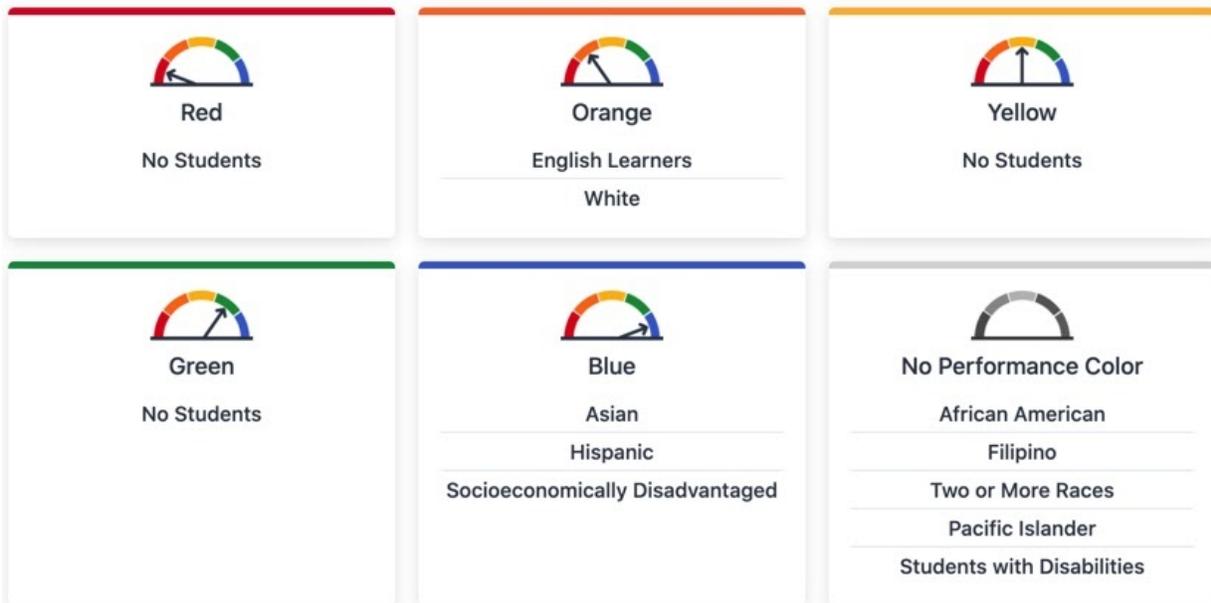
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

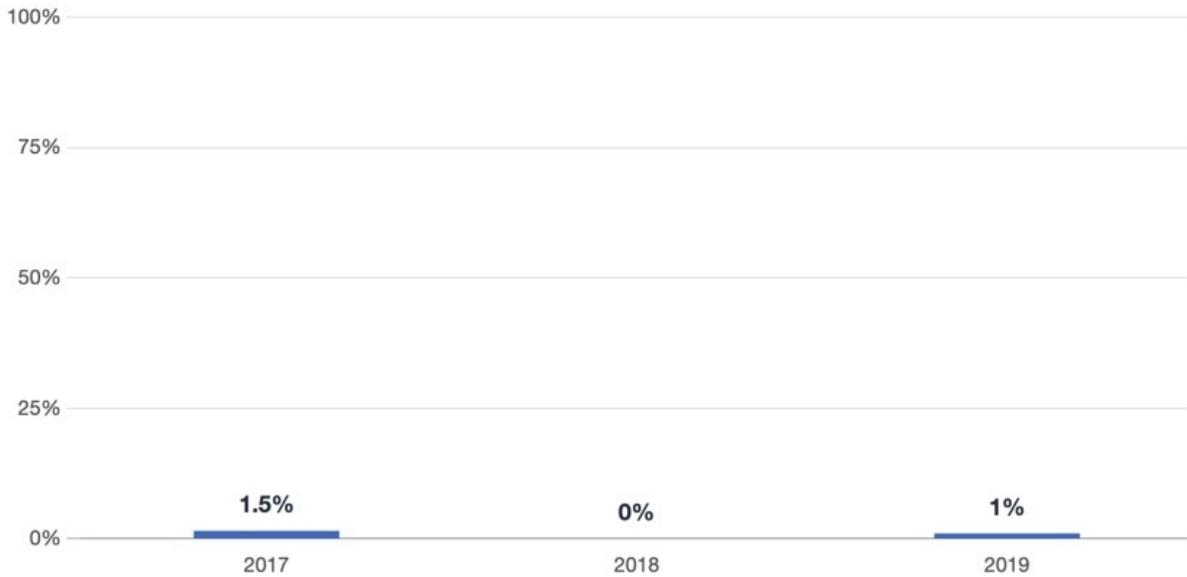
All Student Groups by Performance Level

5 Total Student Groups



Suspension Rate By Year

Percentage of students who were suspended.



Components of the Comprehensive School Safety Plan [EC 32282 (2)]

Programs that Promote Safe & Drug Free Schools for all Students

- Positive Discipline Philosophy
- Lifelong Guidelines and Lifeskills
- SEL Bully Prevention Programs
- Digital Citizenship Internet Safety/Cyberbullying Prevention
- Enrichment Programs
- Parent Network Meetings
- Monthly Emergency Drills
- School Families for Grades TK - 8th
- Tobacco, weapons, drugs, alcohol free campus
- Suicide prevention awareness
- Parent Education Meetings

Child Abuse Reporting [EC 32282 (2)(A)]

The content for this policy is in our employee handbook: ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse has occurred. Employees are required to take mandated reporter training classes (online or in person) every year and within six weeks of being hired. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child Abuse and Neglect Reporting Law

Definitions: The following situations are reportable conditions: 1) Physical abuse, 2) Sexual abuse, 3) Child exploitation, child pornography and child prostitution, 4) Severe or general neglect, 5) Extreme corporal punishment resulting in injury, 6) Willful cruelty or unjustifiable punishment, 7) Abuse or neglect in out-of-home care.

Who Must Report: The following individuals are legally mandated reporters: (Refer to “Reporting Law” Section for a comprehensive listing).

- Child visitation monitors
- Health practitioners (nurses, physicians, etc.)
- Specified public positions (teachers, social workers, probation officers, etc.)
- Public protection positions (police, sheriff, CPS, etc.)
- Clergy members
- Fire fighters, animal control officers, humane society officers

When to Report: A telephone report must be made immediately when the reporter observes a child in his/her professional capacity or within the scope of his/her employment and has knowledge of, or has reasonable suspicion that the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

To Whom Do you Report: You have a choice of reporting to the Police or Sheriff’s Department or the Probation Department or Child Welfare Agency. Each County has preferred reporting procedures.

- Antioch Police Department, Phone: (925) 778-2441
- Contra Costa County Probation Office, Phone: (925) 313-4000
- Contra Costa Child Protective Services, Phone: (877) 881-1116

Individual Responsibility: Any individual whose occupation is named in the reporting law must report abuse. If the individual confers with a superior and a decision is made that the superior

file the report, one report is sufficient. However if the superior disagrees, the individual with the original suspicion must report.

Anonymous Reporting: Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter's name confidential, unless a court orders the information disclosed. Immunity: Any legally mandated reporter has immunity when making a report. In the event that a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will occur up to \$50,000 (P.C. Section 11172). No individual can be dismissed, disciplined or harassed for making a report of suspected child abuse.

Liability: Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for this misdemeanor is up to six months in county jail, a fine of not more than \$1,000 or both. Mandated reporters can also be civilly liable for failure to report.

Notification Regarding Abuse: You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for the benefit of a future relationship.

Online Training Course:

<http://mandatedreporterca.com/default.htm>,

<https://antiochacademy-chartersafejpa.safeschools.com/login> Certificate of completion submitted to Human Resources.

Routine and Emergency Disaster Procedures [EC 32282 (2)(B)]

Antioch Charter Academy has developed an Emergency Response Plan. The plan includes regular fire drills, shelter-in-place procedures, earthquake drills, gun and bomb threats, as well as regular first aid procedures.

PREPARING FOR EMERGENCIES

Antioch Charter Academy will work diligently to make sure that students and staff are prepared for an emergency. Every school has a detailed Safety Plan that provides guidance for the school staff in an emergency. Every school conducts regular drills that meet or exceed the state mandated requirements, and accommodate persons with disabilities. Regular drills are a part of a school's activities. ACA conducts the following types of drills:

- Fire Drill
- Earthquake or Emergency Drill
- Duck, Cover and Hold Drill
- Shelter-In-Place
- Lock Down
- Evacuate Building

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency. In addition to conducting regular drills, each school stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies and sanitation items. These supplies are checked regularly by school staff and inspected by Office of Environmental Health and Safety inspectors.

Parent Preparedness

Parents can be better prepared for an emergency by doing the following:

1. Visit your child's school and ask about what will happen during an emergency. Make sure that your child's Emergency Card is current and correct.
2. Instruct your child to take all emergency drills seriously. Regularly review home and school emergency procedures with your child.
3. Prepare a Family Disaster Plan and review it regularly with everyone in your family.
4. Prepare a Disaster Supply Kit for your home, car(s) and work.
5. Eliminate the hazards from your home that could hurt you or your child in an emergency.
6. Contact the American Red Cross for disaster preparedness information. Visit the website www.redcross.org
7. Get Community Emergency Response Training (CERT) from your local fire department.

RESPONDING TO EMERGENCIES

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the school field or play yard.

During an emergency, parents who want to pick up their children may be asked to go to a specific location that schools will use to release students. ***Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child's school any time the emergency contact information changes.***

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them.

During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff's Department.

Parents need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Parent Response

Parents need to be familiar with the school's emergency procedures during an emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and the school will follow those procedures during an emergency.

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

Evacuation of people 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 people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

1. Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 13 different types of emergencies listed below are provided:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash

2. Identify Level of Emergency

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3. Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck, Cover and Hold
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

IMMEDIATE RESPONSE ACTIONS

1. Duck, Cover and Hold

This action is taken to protect students and staff from flying or falling debris.

Description of Action

- When an earthquake is felt, immediately move into a drop, cover, and hold mode. Do not wait for an announcement from school personnel.
 1. Drop to knees, take cover under a table or desk protecting your head with arms positioned backward towards windows and hold on to a piece of stable furniture.
 2. Remain in hold position for at least one min after shaking stops.
 3. Evacuate students and staff to the designated area using good judgment.
 4. Leave the door open.

5. Conduct an attendance accounting of all students, staff, and guests.
 6. Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located in all classrooms and main office.
 7. Do NOT re-enter buildings until they are declared safe by fire or law enforcement personnel.
 8. The Co-administrator notifies staff and students of termination of emergency.
- Drills should be held at varied times during the school day practicing primary and alternate routes.

2. Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in portables and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation by sheltering in place.
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., office, multi-use room, enrichment classrooms, makers portable). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms and assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation by locking down .
2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., office, multi-use room, enrichment classrooms, makers portable).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Co-Administrator(s) or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, are to be allowed on campus.

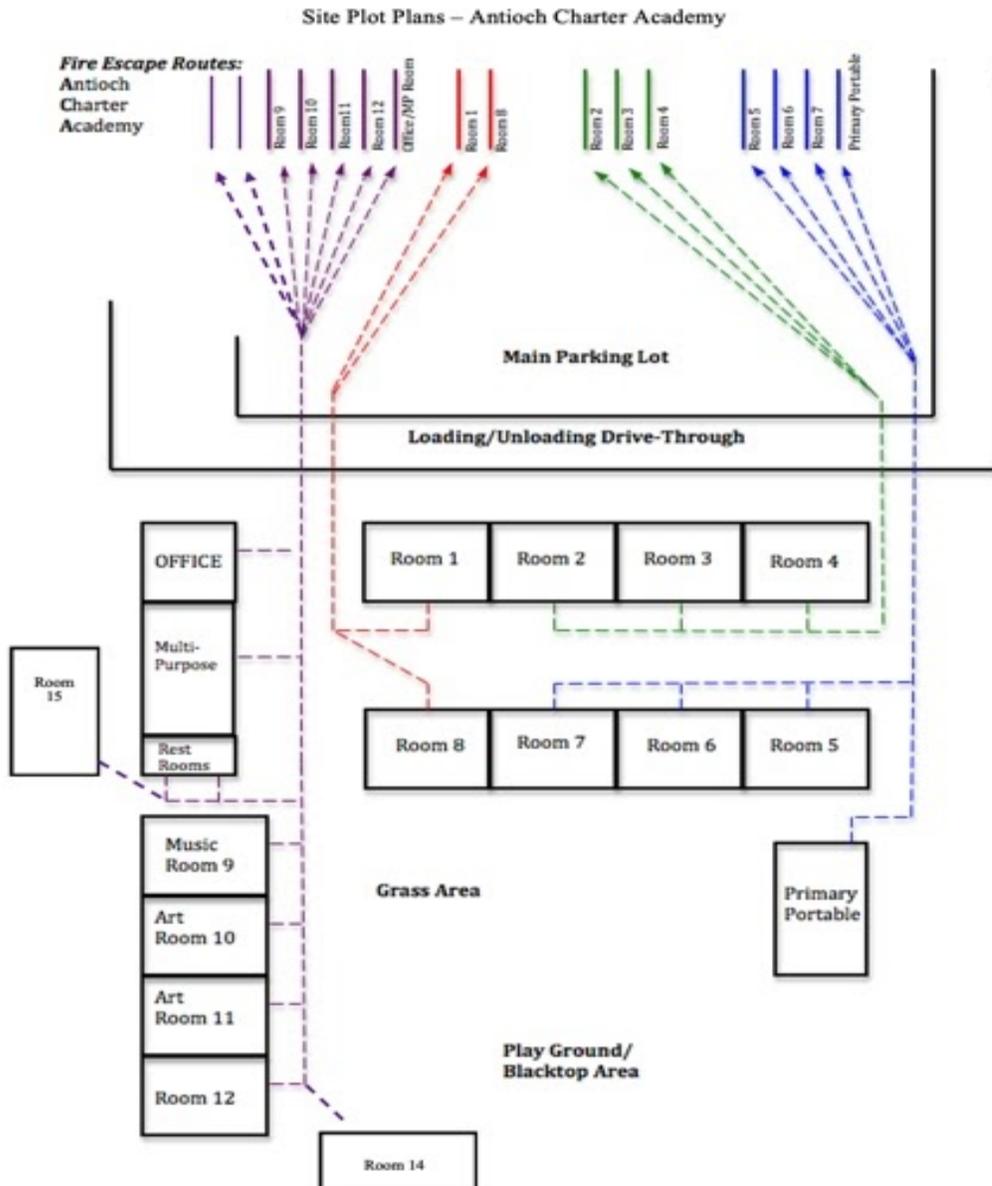
4. Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation and evacuation of all buildings will commence.
2. The Co-Administrator(s) will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Evacuation Diagram:



5. Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation and evacuation of all buildings will commence.
2. The Co-Administrator(s) will determine the safest method for evacuating the campus. This may be simply walking to the designated off-site location (Mira Vista Park - adjacent to campus).
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Co-Administrator(s) may authorize students and staff to return to the classrooms.

6. All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Co-Administrator(s) will make the following announcement. "YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the 13 emergencies listed below:

Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire on School Grounds
Flooding

Loss or Failure of Utilities
Motor Vehicle Crash

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Co-Administrator(s) or designee will be referred to as "School Administrator". Local District Superintendent refers to the Antioch Unified School District and/or AUSD Superintendent.

Aircraft Crash

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Section Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described above.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. The School Administrator will organize fire suppression activities until the Fire Department arrives.
6. The staff will check injuries to provide appropriate first aid.
7. The School Administrator may call the office of the Local District Superintendent. A member of this group may call the Office of Communications with information on this situation as appropriate.
8. Any affected areas will not be reopened until the City of Antioch HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.

9. The school psychologist may convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described above.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. Administrator will call "911," Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the Co-administrators, the parent, and school insurance carrier will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described above, if warranted by changes in conditions at the school.

Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described above.
3. The School Administrator will call "911," and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The staff will work with local authorities to ensure injured students and staff receive medical attention.
8. The staff will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the school psychologist to ensure the notification of parents and family members.
10. All media inquiries will be referred to the Co-Administrators.
11. The School Administrator will debrief staff and police officers.

Biological or Chemical Release

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: **Scenario 1** - Substance released inside a room or a building; **Scenario 2** - Substance released outdoors and localized; and **Scenario 3** - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described above. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911," and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator may notify the Local District Superintendent of the situation.
4. The School Administrator will instruct the staff to isolate and restrict access to potentially contaminated areas.

5. The staff will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Staff members should assess the need for medical attention.
7. The staff will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance, and provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
9. The school psychologist may convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the City of Antioch HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described above.
2. The staff will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911" and will provide the exact location and nature of emergency.
4. The School Administrator may notify the Local District Superintendent of the situation.
5. The staff will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the staff should assess the need for medical attention.
7. The staff will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance and will provide the list to the School Administrator and the emergency response personnel.
8. The school psychologist may convene onsite and begin the process of counseling and recovery.

9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described above.
2. Upon receiving the SHELTER-IN-PLACE notification, the staff will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., office, multi-use room, enrichment classrooms, makers portable). Teachers should communicate their locations to the School Administrator, using classroom phones or other means without leaving the building.
4. The School Administrator will call "911" and will provide the exact location and nature of emergency.
5. The School Administrator may notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening communication (phone call, text message, or social media post) that may present a risk of an explosion.

Procedure

Scenario 1

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "**This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].**"
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?

- Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
3. The School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include EVACUATE BUILDING or OFF-SITE EVACUATION as described above.
 4. The School Administrator may notify the Local District Superintendent of the situation.
 5. The school psychologist may convene onsite and begin the process of counseling and recovery.
 6. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described above when appropriate.

SCENARIO 2

1. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
2. In the event of an evacuation, Teachers will bring their emergency backpack containing student roster and take attendance at the Assembly Area to account for students. Teachers will notify the School Administrator of missing students.
3. The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
4. The School Administrator may notify the Local District Superintendent of the situation.
5. The school psychologist may convene onsite and begin the process of counseling and recovery.
6. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described above when appropriate.
7. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or other individual exhibiting threatening or irrational behavior. If the perpetrator is armed, Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2. Staff will immediately notify a School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call Police 911, and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator may notify the Local District Superintendent of the situation.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described above. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the School Administrator of missing students.
5. The School Administrator will direct the staff to post guards a safe distance away from building entrances to prevent access.
6. All school personnel will be notified of fallen electrical wires and will be instructed to avoid touching the fallen wires.
7. The staff will check for injuries and provide appropriate first aid.

8. The School Administrator will direct the office manager to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the staff will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. A School Administrator may contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions may be communicated to the District's Office of Communications.
11. A School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the staff will conduct an inspection of school buildings. The staff will maintain a log of their findings, by building, and provide a periodic report to the School Administrator.
12. Any affected areas will not be reopened until the Local District Facilities provides clearance and/or the School Administrator gives authorization to do so.
13. A School Administrator will initiate an OFF-SITE EVACUATION, as described above, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. A School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct staff to participate in the assessment.
2. A School Administrator may choose to confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, staff will notify all parents and stakeholders.

Explosion/Risk of Explosion

Procedure

Explosion or Risk of Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK, COVER AND HOLD as described above.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described above. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

5. In the event of an evacuation, Teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the Co-administrators of missing students.
6. The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The staff will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The School Administrator will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator may notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
11. The staff will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the staff will conduct an inspection of school buildings. The staff will maintain a log of their findings, by building, and provide a periodic report to the School Administrator.
14. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION, as described above, if warranted by changes in conditions

Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described above.
2. The School Administrator will notify "911" and will provide the location and nature of emergency.

3. The School Administrator will instruct the staff to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the School Administrator of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will notify parents.
9. The School Administrator may notify the Local District Superintendent of the emergency situation. A member of this group may call the Office of Communications with information on this situation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described above. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the School Administrator of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. The staff will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The staff will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

7. The School Administrator will direct the fire department to the fire and brief fire department official on the situation.
8. The staff will notify the appropriate utility company of damages.
9. The School Administrator may notify the Local District Superintendent of the fire. A member of this group may call the Office of Communications with information on this situation.
10. Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
11. For fires during non-school hours, the School Administrators, with counsel from local emergency services, will determine if school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described above.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the School Administrator of missing students.
6. The School Administrator may notify the Local District Superintendent of the emergency situation.
7. As appropriate, the School Administrator will notify parents.
8. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions

Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described above.
3. The School Administrator will notify the school facilities (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or Police (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator may notify the Local District Superintendent of the loss of utility service.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

Motor Vehicle Crash

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. A School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described above.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator may notify the Local District Superintendent of the situation.
6. The staff will secure the crash area to prevent unauthorized access.
7. The School Administrator will direct the staff to organize fire suppression activities until the Fire Department arrives.
8. The staff will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Routine and Emergency Disaster Procedures [EC 32282 (2)(ii)]

Public Agency Use of School Buildings for Emergency Shelters:

The Antioch Charter Academy Charter Council Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Charter Council Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) (BP/AR 3516 - Emergencies and Disaster Preparedness) (EC 32280-32289 - School Safety Plans)

Suspension / Expulsion Policies and Procedures [EC 32282 (2)(C)]

The suspension and expulsion procedures can be found in Element 10 of the Charter, which is located in the school office and www.antiochcharteracademy.org.

The Antioch Charter Academy Charter Council (ACA school board) desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. To correct the behavior of students who are subject to discipline, the Co-Administrators or designee, to the extent allowed by law, shall use alternative disciplinary strategies. Alternatives to suspension or expulsion may also be used with students who are truant, tardy, or otherwise absent from assigned school activities. Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used when there is imminent safety threat, when other means of correction

have failed to bring about proper conduct, or the student's presence causes a continuing danger to himself/herself or others. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and the Antioch Charter Academy Charter document. Staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with Antioch Charter Academy's nondiscrimination policies.

Notifying Teachers of Dangerous Pupils [EC 32282 (2)(D)]

At times, dangerous students may be part of the Antioch Charter Academy student body. Dangerous students are defined per Education Codes 48900. When a student has a history of displaying dangerous behavior or is developing patterns of dangerous behavior, the staff member who becomes aware of the student shall notify the school administration. Antioch Charter Academy co-administrators shall then notify all staff that may have contact with the student of the history of the student, dangers posed by the student, and discuss appropriate response strategies. If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff. If the behavior is determined by Antioch Charter Academy staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

Discrimination and Harassment Policy [EC 32282 (2)(E)]

The Learner-Centered School Inc., and any charter schools operating thereunder believe all learners have the right to a safe and civil learning environment. Hereafter, The Learner-Centered School Inc., charter schools shall be referred to as "TLCS." Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with learners' ability to learn, negatively affect learner engagement, diminish school safety, and contribute to a hostile school environment. As such, TLCS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or associated with an individual who has any of the aforementioned characteristics [Ref. Education

Code Section 47605(d)(2)(A)-(C)]. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, TLCS will make reasonable efforts to prevent learners from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. TLCS staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

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

1. Placing a reasonable learner (defined as a learner, including, but is not limited to, a learner with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or learners in fear of harm to that learner’s or those learners’ person or property.
2. Causing a reasonable learner to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable learner to experience substantial interference with his or her academic performance.
4. Causing a reasonable learner to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the TLCS schools (ACA and ACA II).

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

1. A message, text, sound, or image.
2. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual learner for the purpose of having one or more of the effects listed in the definition of “bullying” above. “Credible impersonation” means to knowingly and without consent impersonate a learner for the purpose of bullying the learner and such that another learner would reasonably believe, or has reasonably believed, that the learner was or is the learner who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying” above. “False profile” means a profile of a fictitious

learner or a profile using the likeness or attributes of an actual learner other than the learner who created the false profile.

3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying to School Representatives and/or Co-Administrators.

All other members of the school community, including learners, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the School Representative or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Assistance in completing the complaint form may be requested by anyone for whom writing accommodations are required. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Learners are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any learner who feels she/he is a target of such behavior should immediately contact a teacher, School Representative, Co-administrator, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

TLCS acknowledges and respects every individual’s rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

TLCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a learner, staff member, parent, volunteer, visitor or affiliate of TLCS, the School Representative or designee will promptly initiate an investigation. At the conclusion of the investigation, the School Representative or designee will notify the complainant of the outcome of the investigation. However, in no case may the School Representative or designee reveal confidential learner

information related to other learners, including the type and extent of discipline issued against such learners.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. A written report of findings will be provided to the complainant in person and/or via USPS or FedEx, with signature upon delivery required. All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of TLCS (ACA or ACA II).

Appeal

Should the Complainant find the School Representative or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the CoAdministrator(s), who will conduct a full investigation.

Consequences

Learners who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Charter.

Hate Crime Reporting

Stakeholders have access to WeTip Anonymous Crime Reporting Hotline (www.wetip.com) WeTip is committed to providing the most effective, anonymous citizens crime reporting hotline system in the nation. WeTip promises and ensures absolute anonymity, not just confidentiality. WeTip provides intelligence and information to local, state, federal and international law enforcement agencies relating to criminal activity obtained from an online and telephone crime reporting hotline.

Students and staff can also take concerns to any co-administrator. Sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Discrimination and Harassment Policy [EC 32282 (2)(e)]

Bullying and cyberbullying training is available to all staff through SafeSchools:

<https://antiochacademy-chartersafejpa.safeschools.com/login>

Online bullying prevention training programs can be accessed on the CDE Bullying Publication and Resources web page at <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 32282 (2)(F)]

ACA Dress Code

- It is our policy that all students shall attend school dressed in a manner which is clean, and in no way hazardous to the safety or health of themselves or others.
- Students shall be permitted to attend school dressed in a manner that does not disrupt teaching and/or learning.
- Students shall wear footwear appropriate for school activities at all times. Closed toed shoes are required for recess and PE.
- Students who fail to maintain these standards may be withheld from instruction and shall be required to correct the condition found to be hazardous to safety or health, or disruptive to teaching and/or learning.
- The following types of clothing are considered inappropriate for school and not considered acceptable attire for a school/work atmosphere: bare midriff apparel, tube tops, halter tops, “see through” clothing, shorts shorter than mid-thigh, cutoffs with ragged hem, high heels and strapless sandals, sagging pants and/or exposed underwear, spaghetti straps on tops
 - As such, Antioch Charter Academy student dress at school including clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive; which bear drug, alcohol, or tobacco company advertising, promotions and likenesses; or which advocate racial, ethnic, religious prejudice; or gang related activity.
- We acknowledge that modesty is a matter of perspective, and ask that students and parents consider “appropriate attire” as workplace attire, as school is the student’s workplace.

Procedures for Safe Ingress and Egress [EC 32282 (2)(G)]

Antioch Charter Academy shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion.

TRAFFIC FLOW

Please enter the North Driveway and drive through the Drop-off / Pick-up zone to drop off or pick up students. Do not park in traffic flow areas. When walking children out to cars, use the crosswalk. All drivers need to be off their cell phones, have their eyes on the road and proceed through the carpool with caution.

BEFORE SCHOOL

Students may not arrive before 7:45 a.m. since there is no supervision until that time. Please carpool or arrange childcare so children will not be dropped off or arrive before 7:45 a.m.

Students and/or parents are not allowed to wait in the classroom areas. We appreciate parents' help in reinforcing these procedures.

Bicycle parking may be available for students who ride bicycles to school. However, the school is not responsible for damaged or stolen bicycles. To prevent bicycle thefts, parents should make sure that children have and use safety locks. Please discuss safety with your child before he/she is allowed to ride to school. Bicycle riders are required to wear a helmet by state law and school policy. Your student may be asked to secure an alternate way home if they do not have and wear a helmet. Students should walk their bikes on campus. Riding bicycles, roller blades, skateboards and scooters is not allowed inside the front gate of the school.

CLOSED CAMPUS

Once on the campus, students are expected to remain until dismissal. If a student must leave campus, parents and students are required to sign out in the office when leaving, and sign in upon returning.

VISITORS

All visitors, including parents, must sign in at the school office and receive proper authorization to be in the school. Visitors may be asked by the school site staff to display their passes as requested. Student visitors must have prior authorization before entering the school site. This includes picking up students at the end of the school day. Parent volunteers should sign in the volunteer log in the office every time they volunteer.

TAKING STUDENTS OUT DURING THE SCHOOL DAY

For your child's safety, our policy requires that you call or send a note to school in advance if your child must leave school early. Children are not allowed to leave the classrooms early without clearance from the school office. Adults picking up children during the day must come to the office and sign the child out. Only adults that are listed on the emergency card may pick up children. Please keep these cards updated both in the office and with the teacher. No adult is to go directly to the classroom. As a school, we discourage parents from picking up their student(s) the last half hour of school. Early pickup is extremely disruptive to your student, as well as his/her fellow classmates and the teacher.

Safe and Orderly Environment for Learning [EC 32282 (2)(H)]

The mission of ACA is to facilitate students' educational and personal growth by nurturing and supporting a partnership of students, teachers, families and the community; by building upon research-based educational philosophies; and by encouraging critical thinking, individual strengths, and diverse learning styles.

Our vision is to provide a learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized instruction.

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at the ACA I & II school site in consultation with its insurance carriers and risk management experts. The Co-Administrator(s) shall be responsible for ensuring that all health and safety requirements are being fully monitored and implemented.

Rules and Procedures on School Discipline [EC 32282 (2)(I)]

ACA Respect Policy

Students and adults will show respect to each other at all times. We are striving for a community of mutual respect at the school using Positive Discipline. At each level, staff members will hold conversations throughout the school year with students to define respectful/disrespectful behaviors. Enrichment program instructors, elective instructors, and lunch supervisors will be a part of the discussions or informed of these discussions/decisions.

Reflections/Referrals will be used for any disrespectful behavior. Student reflections/referrals are given to the classroom teachers upon completion. When a student receives their first reflection/referral, teachers will conference with the student and make sure he or she understands how/why their behavior was disrespectful. The teacher(s) and student will then come up with a solution, or the student may also request peer counseling if the teacher(s) deem this as an appropriate option.

If a student receives a second reflection/referral, the referring adult* will meet with the student as soon as possible and will submit a written account of what occurred and the student's account of what occurred to the classroom teacher. Appropriate consequences/solutions will be decided upon. The referring adult*/teacher will be present at the conference. Reflections/referrals may be sent home to be signed by parents or guardians.

If a student receives a third reflection/referral, the parent may be called/notified and the student may need to be picked up immediately. In any case, a parent conference will be set regarding the three reflections/referrals.

If conferences have been held with the parent(s) and the student, with no improvement in behavior, a suspension may result.

We hope that this policy will result in our students being happier, more respectful citizens. We all need to learn to function respectfully in the world. It is easy to become lax in enforcing these kinds of behaviors, but we think it is worth teachers', parents', and students' efforts to create the desired culture and atmosphere at the school.

*Referring Adult:

- Gr. 4-8 Elective Teachers
- Enrichment Program instructors
- Lunch Supervisors

Tactical Response to Criminal Incidents [EC 32282 (2)(J)]

Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.

Note: Effective January 1, 2019, AB 1747 requires the inclusion of these procedures

Active Shooter

In the event of an active shooter or gunman on or near Antioch Charter Academy premises, move to a safe room inside the building. Call 911. Lockdown and barricade inside until Police informs you it is now safe to exit this location. In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you are near an area where a shooting or shooter is identified, take whatever actions necessary to protect yourself. Situational Awareness is key; if the shooter is in your area, get away from it. Use any means necessary to get out or away from the incident. If you are not hearing gun fire or seeing an assailant, lockdown and shelter in place immediately.

- Lockdown/Shelter in Place – Move quickly to the identified safe room or a room that is easily lockable. Stay in that location until Police inform you that it is safe to exit your location.
- Lock all entrances to your location.
- Barricade all entrances with furniture, desks, or anything available.
- Close blinds and turn off the lights.
- Silence cell phones.
- Stay low to the ground and hide until the situation has ended.
- Work in groups and develop a plan in case the shooter is able to make it into your area.

Roles and Responsibilities of Mental Health Professionals and School Counselors [EC 32282.1 (a)(b)]

(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):

- Mental health professionals, school counselors
- Community intervention professionals
- School resource officers, police officers on campus

(b) The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time

DEFINITION:

Provides school psychological services, including testing, reporting of data, counseling, and consulting in order to assist in meeting the educational needs of pupils. Works under the general direction of the Coordinator of Special Education and Student Support Services and under the immediate direction of the co-administrators while performing services on the school site.

JOB CHARACTERISTICS:

- Facilitate working relationships between teachers, families and other professionals in the community.
- Evaluate eligibility for special education services and make recommendations to the IEP team regarding eligibility and educational planning.
- Evaluate social emotional development and mental health status. Make referrals when appropriate.
- Provide counseling to address social emotional difficulties that interfere with the student's ability to learn or access curriculum effectively.
- Provide social skills and anger management training.
- Serve as a member on a crisis management team to address the mental health of students when necessary, e.g. death, illness, community or school trauma.
- Participate with other faculty and staff members to design and promote programs that address students who are at risk of failing at school.
- Participate with other faculty and staff members to design and promote programs that make schools safer and more effective learning environments.
- Create and evaluate the effectiveness of behavior support plans.
- Provide staff development and training for school staff and parents.
- Serve as a resource to school site administration in areas related to both special education and non special education, such as instructional strategies, school attendance, discipline, student social emotional needs and child abuse recognition and reporting.

- Provide leadership to the IEP team in the determination of eligibility, understanding a broad range of disabilities, development of the IEP including appropriate educational strategies and procedural compliance and serve as needed and appropriate as the administrative designee to IEP.

Pesticide Policy [EC 32284]

The California Healthy Schools Act (HSA) was enacted in 2000. It is a right-to-know law that provides parents and staff with information about pesticide use taking place at public schools. The law encourages the adoption of effective, lower risk pest management practices, also known as integrated pest management (IPM). Antioch Unified School District (AUSD) does not generally apply pesticides at our sites. The District IPM does not endorse general use of pesticides. However, AUSD does periodically apply herbicides, and these are applied on an as needed basis. Any area that will receive herbicide treatment will be posted per DPR regulation 72 hours prior to application. Again, our use of herbicides is minimal.

Section 32286	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Reviewed and updated by January 7, 2021	

Section 32288	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	2/2021	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Charter Council Meeting, Agenda 01/14/21	
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	