

REACH LEADERSHIP STEAM ACADEMY
SAFETY & CRIME PREVENTION PLAN



PREPARED BY:
REACH SAFETY PLAN COMMITTEE

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Safety and Crime Prevention

Student and Employee Security

Responsibilities of the Administrator:

- Assign campus personnel to check campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Develop in the event that regular means of communication are unavailable, classroom-to-office emergency communication plans.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the school administrator during regular business hours and to local law enforcement agency during nights, weekends, and holidays.
- Organize a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce a dress code that prohibits wearing of gang apparel or the use of gang-related symbols.

Responsibilities of Staff:

- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from the parking area at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision.
- Inform all staff, students, and parents of campus supervision plan.
- Have campus staff check campus for loiterers and/or trespassers especially restroom areas when opening and closing buildings and grounds.
- Review and post all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Review with campus staff personnel procedures related to proper use, maintenance, and security of issued hand-held base radios.
- See that school adheres to school's closed-campus policy. All exits will be locked after the start of school and unlocked prior to dismissal time.

Disaster Preparedness Plan

Medical Emergencies

In the event that a student or school personnel becomes impaired, the following procedures shall be adhered to:

Medical Response:

- School staff member closest to the event signals "Code Blue" and gives the location.
- Emergency response team- respond immediately to the location
 - V. Rentie, School nurse, and Safety Coordinator
- Other staff are required to move students from the area and/or keep students away from the area until "All Clear," signal is given.

Medical Response- Emergency:

- School staff member closest to the event signals "Code Blue" and gives the location.
- Emergency response team responds immediately to the location.
- First Responder provides enough information to notify the Emergency Response Team, but refrains from giving personal information over the airways.
- Office personnel call "911" Immediately. Nature of injury/emergency will be disseminated to the office as information unfolds.
- Other staff are required to move students from the area and/or keep students away from the area until "All Clear," signal is given.

Employee's Responsibility During a Disaster:

Legislation passed in 1984, requires that all schools have in place a plan specifically designated to lessen the destructive effects of an earthquake or other disaster (A.B.2786).

The ability of an individual or a group to react in time of disaster is totally dependent upon the competence of those who provide leadership and the degree to which they have prepared those with whom they work. When conditions require, district employees are expected to furnish leadership and to function in such a manner as to provide assistance to other employees and the public.

In the event of a disaster, it is mandated by law that school employees become disaster service workers. As such, they are subject to disaster service activities and duties as may be assigned to them by their supervisors. School employees should remain at the school site and assist as needed. (California Government Code Sections 3100 and 3101).

Government Code 3100

Is it hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.

Government Code 3101

For the purpose of this chapter the term "disaster service worker" includes
all public employees and all volunteers in a disaster council or an emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state
or
any county, city and county, state agency or public district, excluding aliens legally employed.

It is understood that district employees may have dual responsibilities and concerns, those at work and at home. While first thoughts may be with home and family, proper disaster preparations at home will serve to mitigate somewhat your fears and anxiety during the time that you may be needed as a disaster service worker.

Please be assured that as soon as it can be ascertained that all students and personnel assigned to this school are accounted for and/or being treated, any employees who have responsibility for the care of others will be released.

Use of School Site as Emergency Disaster Shelter

In accordance with the requirements of Education Code section 32282(a)(2)(B)(ii), REACH Leadership STEAM Academy will permit its school site to be used as an emergency disaster shelter upon request from the American Red Cross or any state or federal authority exercising lawful emergency powers. REACH's Board and administration shall cooperate with all lawful and reasonable instructions and directives of said agencies or organizations in the service of public health and welfare.

COMMAND POST ACTIVATION

WHO ACTIVATES? The Director/Designee activates the Site Command Post.

WHEN TO ACTIVATE? The Site Command Post will be activated when any situation(s) at the site requires centralized emergency management. This situation will normally be based on the level of emergency.

LEVEL I EMERGENCY: The Site Command Post may or may not be activated depending on the need for centralized emergency management. The Director/Designee will make the decision to activate the Command Post for Level I emergencies.

LEVEL II DISASTER: The Site Command Post is activated. The Command Post and emergency procedures are fully activated.

WHERE TO LOCATE THIS SITE

The Director/Designee will pre-designate a primary **COMMAND POST:** site Command Post location based on the following criteria:

Centrally located area within view and hearing (*by bullhorn or other amplification*) of the Student Supervision Area.

Accessible, secure area which can be protected from outside interruptions such as media, parents, etc.

If possible, locate near radios, telephone (*if working*), and other communication equipment.

Clearly identify the Command Post using traffic cones which are easily recognized by emergency services officials.

Selection of the actual Site Command Post will be based on the damage and/or potential dangers caused by the emergency situation; therefore,

alternate Command Post sites should be considered and pre-designated.

What is the Site Command Post?

Date-to-day school site operations are conducted according to normal procedures and are understood by the staff charged with those functions; e.g., teachers, custodians, food service workers, clerical, etc. When a major emergency or disaster strikes, staff must often assume responsibilities not common to their everyday roles. Therefore, the centralized management of these tasks is the crucial element of the emergency plan. This facilitates a coordinated response by the site director and site staff.

The Site Command Post provides the central location of authority and information and allows for face-to-face coordination among personnel who must make emergency decisions. The following functions are performed in the Site Command Post:

- Receiving and disseminating warning information;
- Activating site emergency plan and managing emergency operations;
- Collecting information from and disseminating information to site staff and outside responders;
- Updating status reports;
- Controlling and coordinating, within established policy, the resources committed to the emergency response at the site
- Providing emergency information and instruction to the public.

SCHOOL SITE COMMAND POST

1. Each staff member will be assigned to at least one of the above response teams. One staff member, in addition to the director, should be assigned to the Command Post as an alternate in case the director is not on site. The following guidelines will assist in the assignment of staff to specific teams.
2. Teachers should be assigned to Student Supervision Area. During Level I Disaster, teachers will serve in a variety of capacities. This will include search & rescue and first aid.
3. School secretary should be on the Family Reunion Team, as they know and recognize many parents.
4. All part-time staff should be assigned to Student Supervision Area. The Director may reassign these staff members on an as-needed basis to other areas during the emergency.
5. Health aides and nurses should be assigned to First Aid Team.

Staff Emergency Assignments

COMMAND POST:	CEO/Director and Administrative Team
STUDENT SUPERVISION:	All teachers and staff not assigned to other areas, part-time staff, intervention staff, and SPED staff.
SAFETY TEAM:	Safety coordinator/assistant, school nurse P.E. team, and Tech coordinator
SAFETY DISPATCH:	Executive Assistant
SEARCH & RESCUE:	Safety coordinator/assistant and P.E. Staff
FIRST AID:	School nurse/office assistant
FAMILY REUNION:	Office Manager, Attendance Clerk, and Receptionist
RESOURCE SUPPORT:	Nutritional services Manager/support staff

Response Teams- Introduction

COMMAND POST-DIRECTOR:	Provides a central location of authority and information and allows for face-to-face coordination among personnel who must make emergency decisions.
STUDENT SUPERVISION TEAM:	Evacuates students from building using predetermined routes. Accounts for all students and assembles students in a designated student assembly area.
SAFETY TEAM:	Provide continuous campus oversight. Investigate various campus situations.
SAFETY DISPATCH:	Provide immediate communication between the safety team and administration.

Communicate directly with safe to apprise all staff of potential threat

SEARCH AND
RESCUE TEAM:

Searches a predetermined area of the school site in established pattern. Rescuers trapped and/or injured students and staff. Extinguishes small fires.

FIRST AID TEAM:

Sets up and staffs a School Site First Aid Center. Triages and treats the injured at the school site. Establishes a site morgue if necessary.

FAMILY REUNION
TEAM:

Reunites students with families.

RESOURCES/
SUPPORT TEAM:

Procures and provides people, materials, and facilities to support the response and recovery at the school site. This includes food and water supplies, sanitation, communications, and transportation. Contact RUSD Nutrition Services for Food & Water- 951-352-6740x 82805 or ext 82817.

EMERGENCY TELEPHONE NUMBERS AND INFORMATION

FIRE DEPARTMENT

Emergency	911
Station 4	(951)-826-5321

RIVERSIDE COUNTY FIRE DEPARTMENT

General Information	(951)- 826-5321
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RIVERSIDE POLICE DEPARTMENT

Emergency	911
Non-emergency Information	(951)-787-7911

RIVERSIDE COUNTY SHERIFF'S OFFICE

Dispatch	(951) - 776- 1099
	Prompt dial #5

Note: All emergencies in the City go through Riverside Police Department 911

HOSPITAL EMERGENCY

Riverside Community Hospital	(951) 788-3000
Kaiser- Riverside	(951) 353-2000
Parkview Community	(951) 688-2211

AMBULANCE

American Medical Response (AMR)	(951) 782-5200
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DISASTER PREPAREDNESS

RED CROSS	888-831-0031
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RADIO STATIONS

KUCR – 88.3	951-827-3737	
KCAL – 96.7	909-793-3554	KGCI – 99.1 909-431-5991

CHILD ABUSE HOTLINE

1-800-422-4453

ADULT PROTECTIVE SERVICES

951-955-3400

Security Measures

The Intercom system will be the primary method of communication between individual classrooms and the front office. For communication between outdoor personnel and office staff, Radios will serve as the primary method of communication.

All visitors are directed to report to the office upon entrance to the school campus where they are to sign-in identifying reason to be on campus.

Response Plan

The primary goal for this response plan is to create a process which will provide for the safety of students and staff in the event of campus unrest or intruders entering school grounds. In addition, it provides the means for containing and ending the situation and returning the campus to normal operation. The Director and/or designee shall determine the appropriate response.

The response plan is progressive with respect to the seriousness of the situation. As the school administrator(s) assess the situation, the level of response is determined. Beginning with a first level response and culminating with third level response, resources are increasingly allocated in a measured fashion to bring the campus under control.

Any type of situation such as student unrest or attempt by an outsider(s) to enter campus, or police activity in the area, which requires a "lockdown" (closing of the campus).

Arrangements shall be made so that parents and others wishing to enter the campus are met by school staff and apprised of the closed campus condition. Appropriate information shall be made available to reduce anxiety and speculation.

I. First Level Response

- Student demonstrations
 - Gang fights or confrontation
 - Sit down strikes
 - Adult or older student interference
 - Boycott/walkout
 - Personal Assault
 - Property Damage
 - Intruders
 - Policy activity in the school community deemed potentially dangerous to students and staff.
- A. Employees shall be assigned to specific duties.
 - B. When appropriate, the director will address the student body to inform and update.
 - C. A debriefing will be held after the event or the following day. This activity is for the purpose of communicating with staff and for making preparations for the following day.

When it is determined that the site resources are not adequate to handle the situation, a decision to enter the second or third level response shall be made.

II. Second Level Response

If the Director or Designee determines that a current situation cannot be controlled or contained with available school resources, a second level response is declared. In addition to the activities noted in a first level response, additional elements may include:

- A. Command post will be set up in the: **Multi Purpose Room**.
- B. Team members will report to the administrator for dispatch to supplement and generally assist the adults of the campus in restoring and maintaining order.
- C. "Lockdown" Protocol will be followed.
- D. When appropriate, the director will address the student body to disseminate critical information to teachers and students and to reduce fear and anxiety within the school. Updates will be made as necessary.
- E. Students will be held in class until it is determined safe. All staff and response team members will be visible and encourage students to proceed directly to their next class or off campus (if appropriate).

- F. Appropriate students, parents, and community leaders should be identified and contacted. Their assistance at the school may be requested.
- G. Letters in English and Spanish must be prepared as soon as possible for mailing to parents explaining the incident and actions being taken.

III. Third Level Response

Under special circumstances, a situation may require assistance beyond the school's staff and the Response Team. In addition to those listed in the second level response, the elements included in a third level response are as follows:

Brandishing Guns on Campus:

This extremely dangerous situation is an example of an event requiring a third level response. Since our school does not have armed security guards, we are understandably vulnerable to an intruder of this type. The "Code RED" signal will be given by the director/designee. Lockdown protocol will be adhered to.

Discovery of Suspicious Explosive Devices:

An obvious explosive device is an object which, by its appearance, would indicate that it is designed to explode. Some examples would be: piece of pipe with end caps and a fuse (pipe bomb); anything with any time of fuse material attached to it; grenades and similar ordinance, or chemical reaction mixtures sealed within a container. The above lists are general examples of possible explosive devices that should be obvious by their appearance. However, if staff or students discover devices of not so obvious appearance, but suspicious in nature, the following guidelines should be followed:

- A. Do not allow anyone to touch, move, or otherwise disturb the device and do not use (turn off) any electronic devices, such as cell phones or two-way radios near the device.
- B. All persons should evacuate the area at a minimum distance of 100 yards or more and staff shall secure this area from entry.
- C. Contact school administration and the police department for assistance.
- D. Bomb Threat procedures will be followed.

Emergency Communications System

Intercom Communication

An Intercom system provides immediate communication between administrators, staff and students. The system features can be utilized to communicate between one or more persons at a time, while providing the ability to call into all areas so administrators and/or incident command can talk to the entire school at once for announcements and/or emergencies.

Intercom Protocol:

An internet based phone has been assigned to each classroom and office.

- Each Department and Classroom has an extension number and can be reached directly.
- Front Desk and ADMIN will use the "ALL CALL" in case of an emergency.

When Reporting an *EMERGENCY*, contact *Primary Line(s)* ext 835 or ext 836.

If *Primary Line(s)* is/are BUSY, contact *Secondary Line(s)* ext 837 and ext 841.

Radio Communication

A dedicated Radio has been provided to each campus-aid employee. This radio is to be used for communicating day-to-day and for emergencies communication only.

Radio Protocol:

- "MAIN"
- Channel 1: to be used for all ON SITE communication among campus staff.
 - Channel 2: to be used for safety and emergency related situations.
 - Channel 3: to be used for one-to-one communication.
 - Channel 4: to be used for Safety and Search & Rescue during emergencies.

NOTE: Teachers are now on the Intercom system and do not operate with Radio communication.

REMEMBER: You will not be heard if you are talking at the same time as someone else.

1. During an emergency, wait until you are contacted. If you have a life threatening condition, make contact with admin ASAP.
2. Follow the Scripting instructions for reporting during emergency communications. (Communications Protocol). Keep the message short, precise, and release the channel for others to communicate as soon as possible.

REMEMBER: The public can monitor radio transmissions, and critical information should not be disclosed until the crisis is over. Be careful what you say and how you say it.

Communication Protocol

In the event of an emergency or disaster, all REACH staff should adhere to the following Radio & Intercom protocol:

When emergency signal is given via Radio:

1. STOP All Radio communication unless reporting a life-threatening emergency –UNLESS instructed to do otherwise.
2. Give your name, location, nature of the emergency.
 - a. Keep the message short and precise and release the line after acknowledgment so others can get through.

When emergency signal is given via Intercom:

Incoming Communication:

1. STOP ALL ACTIVITY and *be attentive to the message* being delivered.
2. Keep the phone line clear. DO NOT contact *Front Desk* or *ADMIN Personnel* -UNLESS instructed to do otherwise.

Outgoing Communication:

1. REPORT an emergency contact Front Desk Personnel:

Primary line(s): ext 835 OR ext 836

If *Primary Line(s)* is/are BUSY, contact *Secondary Line(s)* ext 837 OR ext 841

Front Desk will disseminate the information to ADMIN (if need be), Health Clerk, or search and rescue team.

Required Drill Procedures

Fire drills are to be performed once each month. Earthquake (drop & cover) drills are to be performed once each school quarter (*Ed Code 35297*).

Emergencies can occur at any time of the day when students may be in any given area. Pupils and staff should learn to respond properly to warning signals whether they are in the halls, gym area, classrooms, etc.

Guidelines for Emergency Procedures

The following procedures are intended as a quick reference and general guide to appropriate action. REACH staff must be thoroughly familiar with procedures requiring immediate action.

These procedures must also be followed during drill situations.

Release of Students:

The fact that parents will know where their children are, that they will be under supervision, and that precautions for their safety will be observed should help to prevent panic and confusion.

Students will be released after an emergency occurring during the school day only under the following circumstances.

NOTE: The signature, address, and phone number of the adult to whom the child is released are required.

1. The child is released to his/her parent, guardian, or authorized adult listed on emergency card.
2. Do not release a child to anyone other than his/her parent or guardian except under the following conditions.
 - a. Parent or guardian had contacted the school directly requesting release to another person.
 - b. Parent or guardian has given written permission to release child to another person.

- c. When circumstances warrant that, in our best judgment, it is in the best interest of a child to place him/her in an alternative place of safety.

REMEMBER: Do not release a child to a person unknown to that child. If any of the above are in doubt, do not release the child. Should any child remain unclaimed, the director/designee can release the child to the proper authorities by obtaining the signature, address designation, phone number, and proper identification from the agency to whom the child is being released. Again, if in doubt, the child should not be released to anyone.

Fire Evacuation Plan



Fire Alarm Description: This facility has a fire alarm system that will be utilized to notify the occupants of a fire emergency. The fire alarm contains manual hand pulls and smoke and heat detectors to initiate an alarm. When the alarm sounds, a voice evacuation audio message will notify occupants to evacuate by saying "There has been a report of an emergency in the building, please remain calm and exit

immediately" followed by a 3-beep sound that will go off before the message repeats a second time as lights strobe. The fire alarm message will sound in all buildings, including the Multi-Purpose and Administration room, regardless of where the alarm is initiated. The fire alarm is monitored by a 3rd party who will contact the fire department 9-1-1.

If you discover a fire:

- Isolate the fire by closing doors as you exit the building.
- Verbally notify those around you of a fire as you move towards the exit.
- If the smoke and heat detectors have not initiated the alarm, sound the fire alarm by pulling the closest manual hand pull-located next to each exit door.
- Get to a safe place and CALL 9-1-1 to report the fire.
- Evacuate the building utilizing the evacuation routes (see attached maps).
- Report to the post evacuation assembly point, the parking lot in front of the administration office, to be accounted for by the safety committee.

If you hear/see the fire alarm, evacuate following these guidelines:

- STAY LOW-smoke and heat rise.
- Feel doors for heat with the back of your hand before opening.
 - If the door is hot, keep it closed. Place a wet towel at the base of the door to prevent smoke from entering and call 9-1-1 to report your location.
 - If the door is not hot, slowly open it while staying low.
- Check the hallway for smoke or fire.

- If smoke or fire is in the hallway, close the door. Place a wet towel at the base of the door to prevent smoke from entering and call 9-1-1 to report your location.
 - If no smoke or fire, continue to the nearest exit.
- Prevent the spread of smoke and fire by closing doors as you exit the building.
- Evacuate the building utilizing the primary or secondary evacuation routes (see attached maps).
- Report to the post evacuation assembly point, the parking lot in front of the administration office, to be accounted for by the safety committee.



Accountability: Each wing will have a designated safety representative and an alternate safety representative. The designated safety representative will be assigned a wing roster and reflective yellow vest. Safety representatives are to be used for accountability purposes only and not life safety. Once at the post evacuation assembly point, teachers must find their safety representative to be accounted for. Safety representatives can be identified by their yellow vest. Safety representatives will report their findings to the Facility Emergency Coordinator.

Medical Treatment:

- If at any time you need medical treatment dial 9-1-1.
- If you need medical treatment while at the post evacuation assembly point, you may also advise the Facility Emergency Coordinator or stop by the appointed first aid station in front of the administration office.

Fire Safety Plan

If the smoke and heat detectors have not initiated the alarm, to report a fire, residents and employees must pull a fire alarm manual hand pull and call 9-1-1. Follow the evacuation plan.

The life safety strategy for REACH Leadership STEAM Academy is to evacuate occupants to the appointed safe zone on the parking lot, church field (south field), or REACH field (east field) . Once the fire department arrives, they may choose to evacuate the school.

- Attached are site plans that indicate:
 - Post evacuation assembly point.
 - Location of fire hydrants.
 - Normal routes of Fire Department access.
- Attached are floor plans that indicate:
 - Exits.
 - Primary and secondary evacuation routes.
 - Accessible egress routes.
 - Areas of refuge.
 - Manual fire alarm boxes.
 - Portable fire extinguishers.
 - Fire alarm controls.

Floor plans are posted throughout the building for occupant use.

Preventative Maintenance:

Maintenance will be responsible for the following:

- Ensure automatic sprinkler system is inspected annually by a certified contractor and all deficiencies found are corrected.
- Ensure the fire alarm system is inspected annually by a certified contractor and all deficiencies found are corrected.
- Inspect all fire extinguishers monthly and ensure all fire extinguishers are inspected annually by a certified contractor and all deficiencies found are corrected.
- Test emergency lighting and exit signs and make any necessary repairs.

- File all testing and inspection paperwork and have available at the request of the fire department.

Staff Responsibilities:

All employees can be contacted at phone number 951-275-8820 to answer any questions.

Name	Responsibilities
Facility Emergency Coordinator	<ul style="list-style-type: none"> • Ensures that the basic provisions of the plan are disseminated to all persons in the building. • Ensures that appropriate training courses are set up and that arrangements are made for obtaining assistance from local fire and police departments, and other sources, as required, to train the organization staff. • Coordinates arrangements for and directs fire evacuation drills with the approval and cooperation of the agencies, the building manager, building security, and the building owner. • Takes all necessary actions to ensure that the facility's organization operates safely and efficiently in emergencies. • Exercises command responsibility for the accountability procedures in accordance with the Plan. • Meet the Fire Department at west entrance and act as a liaison during an event.
Maintenance	<ul style="list-style-type: none"> • Ensure 9-1-1 has been called. • Be available to control building systems as requested by the fire department.

All Employees	<ul style="list-style-type: none"> • Ensure areas are evacuating. • Close all doors while exiting the building. • Assist any occupants with special needs if able.
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In the event a fire is detected within a school building, the following Procedures are required:

1. The Director/Designee will sound the fire alarm. This will automatically be the EVACUATE BUILDING command and response implementation.
2. Ensure proper, complete evacuation of buildings.
3. Maintain control and take roll of students at a pre-designated safe distance from the fire and fire fighting equipment.
4. The Director/Designee will call 9-1-1 as soon as possible.
5. Keep access roads open for emergency vehicles.
6. Students and staff will not return to the buildings until the Director/Designee or emergency services officials declare the area safe.

In the event of a fire near the school site or on the school grounds, the following procedures are required:

1. The Director/Designee will determine the need to issue EVACUATE BUILDING or GO HOME commands and responses.
2. If appropriate, take action to evacuate the buildings, and if necessary the area.
3. Maintain control and take attendance of students at a safe distance from the fire.

Evacuation Areas

- *1st Option:* Church Field (South field)
- *2nd Option:* Parking Lot
- *3rd Option:* REACH field (East field)

4. Students and staff should not return to the school site until the Director/Designee or emergency services officials declare the area safe.

Emergency Evacuation Drills

Emergency evacuation drills/fire drills are conducted minimally, on an annual basis, without notice and under varying conditions. **IT IS MANDATORY THAT ALL OCCUPANTS AND EMPLOYEES PARTICIPATE.** Prior to each drill, the Fire Department will be contacted via the non-emergency number and notified of the impending drill activity.

Records of each drill will be kept on file in the main administration area; a fire drill record sheet is affixed to this plan.

Upon completion of the drill, the employee supervising will call for the distinct "all clear" signal to sound, signifying that the building is safe to re-enter. No person will re-enter the building prior to the signal.

The supervising employee will also notify the Fire Department when the drill has concluded and the facility has resumed normal operations.



Emergency Action - Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb Threat
- Chemical Accident (On-Site)
- Explosion or Threat of Explosion
- Post Earthquake
- Active Shooter/Violent Intruder (Drill)

Announcement:

1. Fire alarm or INTERCOM.
2. Make an announcement over the public address system:

Sample Message:

"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to grab their evacuation backpacks and take their students to their designated Assembly Area. Students please remain with your teacher."

3. Use messengers with oral or written word to deliver additional instructions to teachers in holding areas or the use of megaphone, 2-way radios or Mass Notification System.

Principal/Site Administrator:

- Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area or move to Off-Site Evacuation Location.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Staff Actions:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the evacuation backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another **ACTION** or the **ALL CLEAR** instruction to return to school buildings and normal class routine.



Emergency Action - Evacuation (Cont)

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

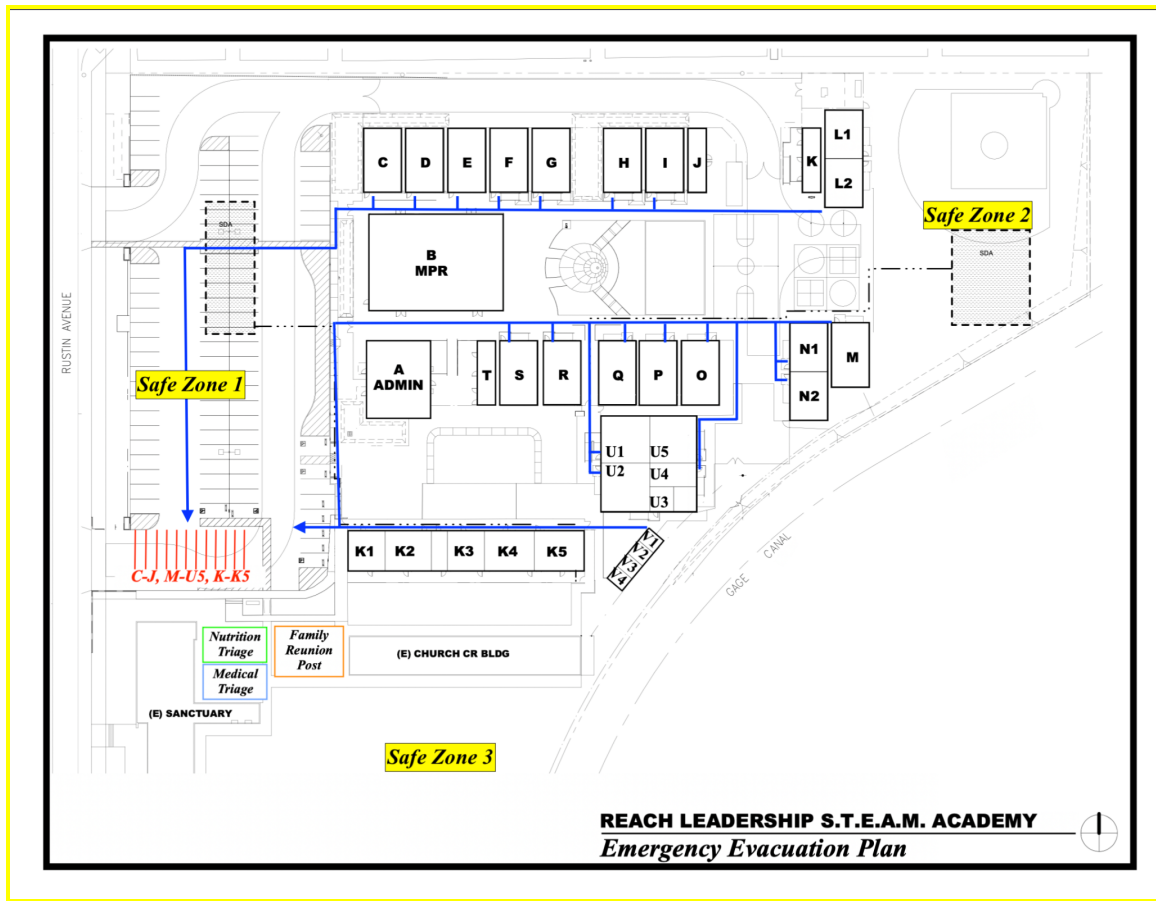
- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Carry (if need be) the individual and reunite the person with the wheelchair as soon as it is safe to do so.



Emergency Action - Off-Site Evacuation

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an offsite assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. OFF-SITE EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb Threat
- Chemical Accident (On-Site)
- Explosion or Threat of Explosion
- Post Earthquake
- Active Shooter/Violent Intruder

Announcement

1. Fire alarm or INTERCOM
2. Make an announcement over the public address system:

Sample Message:

"Attention please. We need to institute an OFF-SITE EVACUATION. Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

Principal/Site Administrator Actions

- Determine the safest method for evacuating the campus. This may include simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
- Enable mass-communication notification for parents, guardians, students, and staff.

Staff Actions

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to designee.
- Remain in place until further instructions are given.
- If students are outside during this time, proceed to the Off-Site Evacuation Area. Do not attempt to go inside the location for any reason.

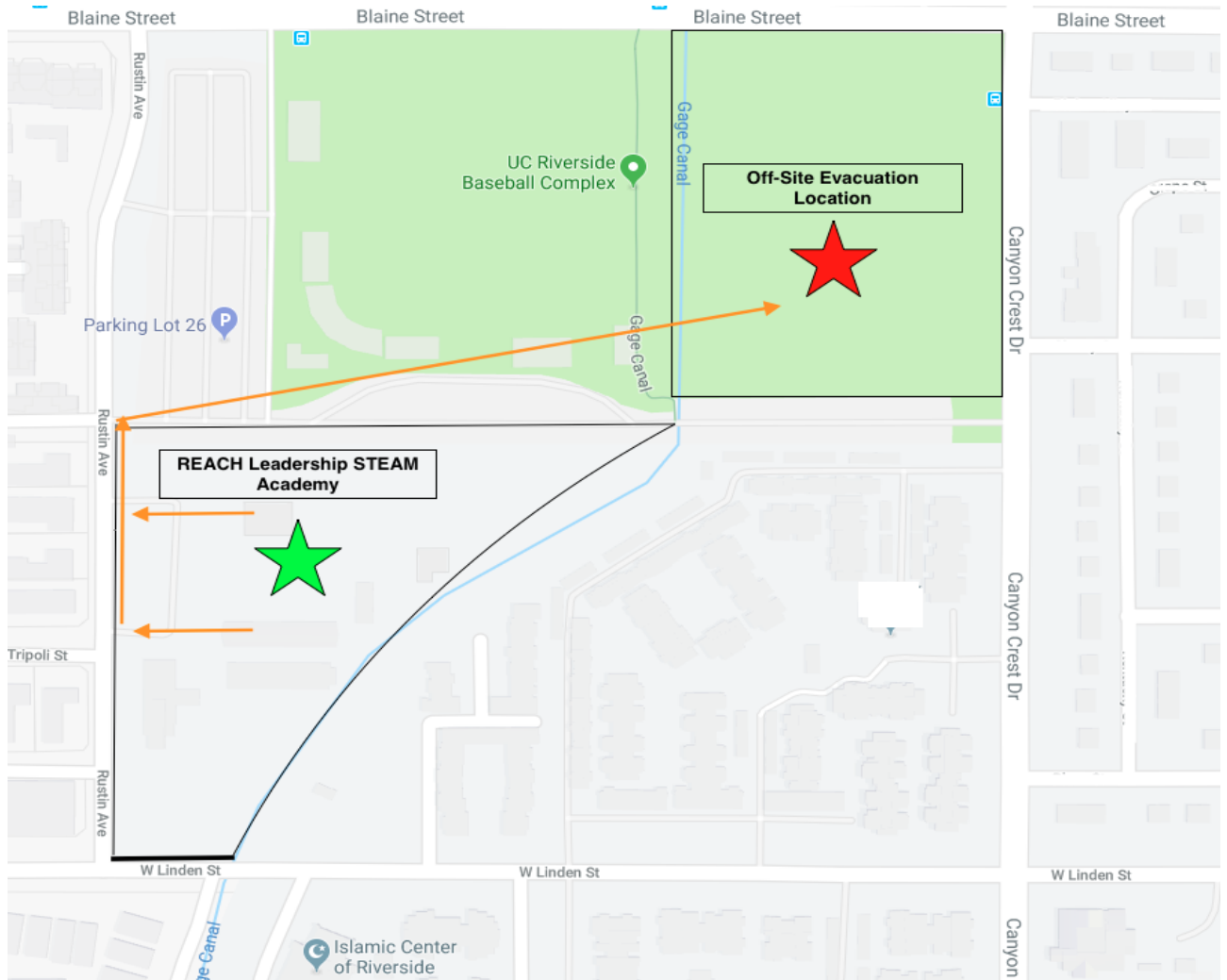
Employee Training

All employees, upon being hired and prior to regularly assigned duties will receive training relative to this fire safety/emergency evacuation plan, its procedures, and employee specific duties. Additionally, all employees are required to receive annual training and updates as a contingency for continued employment.

Employee training records are maintained and are kept on file at the main administration area.

Off-Site Evacuation Map





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School Safety Plan

Evacuation Drill Record

Date: Time: Notification:

Method: Supervising Employee:

Participating Staff Members:

Number of occupants evacuated:

Special conditions simulated:

Problems Encountered:

Weather Conditions:

Time to Complete Evacuation:

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Emergency Situations

The following situations require the need for emergency procedures. The listed situations and appropriate responses are suggested guidelines to follow. All staff and students should be thoroughly familiar with those procedures requiring immediate action.



Emergency Response - Bomb Threat

After receiving a bomb threat, law enforcement is to be contacted immediately. School administration/staff is responsible for following the instructions given by law enforcement. The following actions are suggested as a guide, with such modifications or changes as might be required for the individual circumstances. The safety of students and staff, and the prevention of panic are the primary considerations.

In the event of a bomb threat on the school site, the following procedures are suggested:

1. The person receiving the call should engage the caller in a conversation to gather as much information as possible. Immediately begin writing down as much information as possible and attempt to get another office staff member on the line.
2. Try to convince the caller to call 9-1-1 by saying, "I am sorry, but I'm not authorized to take bomb threat calls or other actions. You should call 9-1-1." If 9-1-1 is called, the location from which the caller is calling will immediately be recorded by emergency services.
3. Immediately after the caller hangs up, report all information to the director/designee, who will call 9-1-1 as soon as possible.
4. The director/designee shall decide on the appropriate response action based on:
 - a. Consultation with emergency service officials.
 - b. Information given in the received threat and obtained and recorded by the person taking the call.

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5. Campus-aid staff shall be notified via intercom system (of the threat). RADIOS shall not be used until "all clear," command has been given.
6. *Front Desk staff* will do an "ALL CALL" via INTERCOM system
7. ANY MECHANICAL DEVICE COULD SET OFF THE BOMB IF THE THREAT IS VALID.
8. "Code Black" will be announced via Intercom to alert the facility of a Bomb Threat.
9. The decision to evacuate the building is an option if the situation is not considered a hoax. Evacuating the building will be accomplished through Intercom system and Fire Box Speaker System.
10. Under the direction of the director/designee, support staff should immediately proceed with a thorough search of the pre-designated safe evacuation areas to ensure those areas are safe to occupy.
11. Site staff when evacuating the room should look around the room and listen and report any unusual objects or sounds to site administration. Do not open cabinet doors or file cabinets or move furniture during your search. Teachers should convey information about suspicious articles by calling the front desk (ext 835), (ext 836), or (ext 841).
12. If a further search of buildings and other areas is necessary, it should be conducted by emergency services officials accompanied by school site personnel (other than teachers who should remain with students) familiar with the area to be searched. Maps indicating potential hiding places will be needed and should be prepared in advance of search.
13. If a foreign, suspicious, unfamiliar object or package is found, do not open or move it. Immediately report the location of the object to the director/designee or emergency services officials.
14. Staff and students should not return to buildings until the director/designee or emergency services personnel declare the area safe.
15. Allocations regarding disposal or handling of the bomb or suspected bomb shall be the responsibility of emergency services officials.

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Bomb Threat Checklist

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received.

The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES		BOMB THREAT CHECKLIST																																																																																														
<p>Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.</p> <p>If a bomb threat is received by phone:</p> <ol style="list-style-type: none">1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.2. Listen carefully. Be polite and show interest.3. Try to keep the caller talking to learn more information.4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.5. If your phone has a display, copy the number and/or letters on the window display.6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions. <p>If a bomb threat is received by handwritten note:</p> <ul style="list-style-type: none">• Call _____• Handle note as minimally as possible. <p>If a bomb threat is received by email:</p> <ul style="list-style-type: none">• Call _____• Do not delete the message. <p>Signs of a suspicious package:</p> <table border="0"><tr><td>• No return address</td><td>• Poorly handwritten</td></tr><tr><td>• Excessive postage</td><td>• Misspelled words</td></tr><tr><td>• Stains</td><td>• Incorrect titles</td></tr><tr><td>• Strange odor</td><td>• Foreign postage</td></tr><tr><td>• Strange sounds</td><td>• Restrictive notes</td></tr><tr><td>• Unexpected delivery</td><td></td></tr></table> <p>DO NOT:</p> <ul style="list-style-type: none">• Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.• Evacuate the building until police arrive and evaluate the threat.• Activate the fire alarm.• Touch or move a suspicious package. <p>WHO TO CONTACT (select one)</p> <ul style="list-style-type: none">• Follow your local guidelines• Federal Protective Service (FPS) Police 1-877-4-FPS-411 (1-877-437-7411)• 911		• No return address	• Poorly handwritten	• Excessive postage	• Misspelled words	• Stains	• Incorrect titles	• Strange odor	• Foreign postage	• Strange sounds	• Restrictive notes	• Unexpected delivery		<p>Date: _____ Time: _____</p> <p>Time Caller Hung Up: _____ Phone Number Where Call Received: _____</p> <p>Ask Caller:</p> <ul style="list-style-type: none">• Where is the bomb located? (Building, Floor, Room, etc.) _____• When will it go off? _____• What does it look like? _____• What kind of bomb is it? _____• What will make it explode? _____• Did you place the bomb? Yes No• Why? _____• What is your name? _____ <p>Exact Words of Threat:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Information About Caller:</p> <ul style="list-style-type: none">• Where is the caller located? (Background and level of noise) _____• Estimated age: _____• Is voice familiar? If so, who does it sound like? _____• Other points: _____ <table border="0"><tr><td>Caller's Voice</td><td>Background Sounds:</td><td>Threat Language:</td></tr><tr><td><input type="checkbox"/> Accent</td><td><input type="checkbox"/> Animal Noises</td><td><input type="checkbox"/> Incoherent</td></tr><tr><td><input type="checkbox"/> Angry</td><td><input type="checkbox"/> House Noises</td><td><input type="checkbox"/> Message read</td></tr><tr><td><input type="checkbox"/> Calm</td><td><input type="checkbox"/> Kitchen Noises</td><td><input type="checkbox"/> Taped</td></tr><tr><td><input type="checkbox"/> Clearing throat</td><td><input type="checkbox"/> Street Noises</td><td><input type="checkbox"/> Irrational</td></tr><tr><td><input type="checkbox"/> Coughing</td><td><input type="checkbox"/> Booth</td><td><input type="checkbox"/> Profane</td></tr><tr><td><input type="checkbox"/> Cracking voice</td><td><input type="checkbox"/> PA system</td><td><input type="checkbox"/> Well-spoken</td></tr><tr><td><input type="checkbox"/> Crying</td><td><input type="checkbox"/> Conversation</td><td></td></tr><tr><td><input type="checkbox"/> Deep</td><td><input type="checkbox"/> Music</td><td></td></tr><tr><td><input type="checkbox"/> Deep breathing</td><td><input type="checkbox"/> Motor</td><td></td></tr><tr><td><input type="checkbox"/> Disguised</td><td><input type="checkbox"/> Clear</td><td></td></tr><tr><td><input type="checkbox"/> Distinct</td><td><input type="checkbox"/> Static</td><td></td></tr><tr><td><input type="checkbox"/> Excited</td><td><input type="checkbox"/> Office machinery</td><td></td></tr><tr><td><input type="checkbox"/> Female</td><td><input type="checkbox"/> Factory machinery</td><td></td></tr><tr><td><input type="checkbox"/> Laughter</td><td><input type="checkbox"/> Local</td><td></td></tr><tr><td><input type="checkbox"/> Lisp</td><td><input type="checkbox"/> Long distance</td><td></td></tr><tr><td><input type="checkbox"/> Loud</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Male</td><td>Other Information:</td><td></td></tr><tr><td><input type="checkbox"/> Nasal</td><td>_____</td><td></td></tr><tr><td><input type="checkbox"/> Normal</td><td>_____</td><td></td></tr><tr><td><input type="checkbox"/> Ragged</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Rapid</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Raspy</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Slow</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Slurred</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Soft</td><td></td><td></td></tr><tr><td><input type="checkbox"/> Stutter</td><td></td><td></td></tr></table>		Caller's Voice	Background Sounds:	Threat Language:	<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read	<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped	<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational	<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane	<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken	<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation		<input type="checkbox"/> Deep	<input type="checkbox"/> Music		<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor		<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear		<input type="checkbox"/> Distinct	<input type="checkbox"/> Static		<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery		<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery		<input type="checkbox"/> Laughter	<input type="checkbox"/> Local		<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance		<input type="checkbox"/> Loud			<input type="checkbox"/> Male	Other Information:		<input type="checkbox"/> Nasal	_____		<input type="checkbox"/> Normal	_____		<input type="checkbox"/> Ragged			<input type="checkbox"/> Rapid			<input type="checkbox"/> Raspy			<input type="checkbox"/> Slow			<input type="checkbox"/> Slurred			<input type="checkbox"/> Soft			<input type="checkbox"/> Stutter		
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Homeland Security

REACH Leadership **STEAM** Academy
School Safety Plan



Emergency Action - Shelter In Place

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

Announcement:

1. Make an announcement via the INTERCOM and RADIO:

Sample Message:

"Attention please. We are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

Principal/Site Administrator Actions:

- Make an announcement on the INTERCOM and RADIO. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

Teacher and Staff Actions:

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- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report into Front Office. Wait for further instructions.

Student Actions:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Locked Campus Policy

- Classroom doors are to remain locked during instructional time and when the door is not actively in use.
- All gates surrounding school are to remain locked during school hours.
- All visitors must sign-in at the office and must have visitor pass to move about the facility.
- Children not enrolled at REACH are not allowed on campus without prior consent from Administrator.
- Parents are allowed to observe in the classroom in which their child is enrolled within a reasonable amount of time after making a request.

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Emergency Action - Lockdown

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Removing students and teachers from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Facilitating an organized evacuation away from the dangerous area.

The following procedures will be followed when the Intruder is on school grounds:

- If you are supervising students on campus and notice an intruder, announce LOCKDOWN via RADIO to notify the Front Desk and Support Staff Immediately.
- Response team will immediately begin moving students to the closest and safest location.
- Remaining staff will gather all students from the restrooms and hallways (if safe to do so) into their classrooms or other rooms.
- Safety team will check the exterior of the building for any *students or staff*.
- Students in the lunchroom remain indoors until an "all clear" announcement is given.
- Staff will take attendance of students in their rooms.
- At "all clear," teachers, staff, and students are allowed to resume their normal activities.

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The following procedures should be followed when the threat or intruder is inside of the school building:

- School administrator or campus staff orders and announces, "Lockdown with internal intruder." The announcement shall be repeated on the Intercom and Radio device.
- Immediately direct all students, staff, and visitors into the nearest classroom or secured space.
- Lock classroom doors.
- Do Not lock exterior doors.
- Move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
- Take attendance of students in each classroom.
- DO NOT respond to anyone at the door until "all clear" is announced.
- Keep out of sight.
- Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
- When or if a students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
- When the threat is over/the intruder has left the building, the school administrator announces, "all clear."

Activating a Lockdown

Including but not limited to:

A. Intruder on campus

- All visitors must sign-in the office and receive a "visitor" sticker
- Wild animals or unleashed pets

B. Nearby threat

- Other schools that are on lockdown
- Police activity
- Suspect in the area
- Police traffic stop (at times law enforcement has their weapon drawn)
- Any type of situation on-or-off campus where students should be kept in their classrooms in order to reduce traffic to common areas such as hallways or the front office.

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- Requires that no one goes in or out for any reason unless designated by Principal or Designee.
- C. Intention to harm others on or near campus
 - Any individual (adult or child) using a weapon (knife, baton stick, pepper spray, taser, etc.)
 - Bomb threat
- D. Campus not in immediate danger
 - Facility maintenance/emergency
 - Medical emergency
 - Other schools that are on lockdown
 - Precautionary measure

Communication/Reporting

1. Campus support staff- communicate via RADIO
 - Announce “LOCKDOWN” and nature of emergency
 - State location of danger
 - REPEAT- until announcement is delivered via INTERCOM
2. Teachers- report emergency via PHONE by dialing:
 - Ext 837, Ext 841, or Ext 836, or Ext 828
 - Provide brief description of emergency
 - State Location of danger
3. Admin Office- Communicate via INTERCOM & RADIO
 - Announce “Lockdown” and nature of emergency
 - REPEAT 2X
 - Use BOTH INTERCOM (Dial 7030) & RADIO

Special Considerations

When/if students and staff are indoors, staff should:

1. Lock the door(s)
2. DO NOT open the door(s)- staff have keys
3. NO EXITING from building (classrooms/MPR/office)

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4. Via INTERCOM the office will inform the campus whether or not students may use the restroom
5. RESUME normal class activities
6. Report via GroupMe (Team REACH) any students that are not in their appropriate classroom

Student Transitions

When/if students are transitioning/outdoors (lunch, recess, RTI, SPED ed office, health office, Intervention, etc.):

1. Teachers and staff- Open the nearest and safest classroom door and let students inside
2. Students in the restroom may-or-may not be relocated to class (depends of the severity of the emergency)
3. Lock the door(s)
4. RESUME normal class activities
5. Report via SLACK (Team REACH) any students that are not in their appropriate classroom

Lockdown Prior to School Starting Procedures

1. Staff gathers all students in the hallways into their classrooms and other rooms.
2. Admin and support staff check hallways and exterior of the building.
3. Administration posts an individual at the drop-off location, alerting parents and children.
4. Staff takes attendance of students in their room.
5. At "all clear," students report to their homeroom or first class of attendance.

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Lockdown During Passing Periods Procedures

1. Staff gathers all students in the hallways into their classrooms or other rooms (school offices etc.)
2. Administration and support staff check the hallways and exterior of the building.
3. Staff take attendance of students in their rooms.
4. At "all clear," students report to homeroom classes in order to obtain 100% attendance.

Lockdown During After School Activities Procedures

1. Even leaders gather students and take attendance.
2. Administration or support staff checks hallways and other rooms.

NOTE: Please note that some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbances.

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Active Shooter/Violent Intruder- Code RED

ACTIVE SHOOTER / VIOLENT INTRUDER SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters / Violent Intruders frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / violent intruder situation before law enforcement personnel arrive on the scene.

No single response fits all *active shooter/violent intruder*, therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / violent intruder situation is occurring or is about to occur.

- Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / violent intruder threat.
- Quickly evaluate which option (Evacuate, Lockdown/Barricade, or Counter) will best protect you and your students.
- Be decisive. Communicate your plan to your students and act quickly.
- Call 911 and the School Office as soon as it is safe to do so.

Options: Evacuate, Lockdown/Barricade, or Counter

- Evacuate: If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.

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- If you encounter people along the way...
 - Adults: Warn them and take them with you if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call Admin offices to report your location and obtain instructions.
- **Lockdown/Barricade**: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN/BARRICADE.
 - Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of sight from the room entrance.
 - Prepare to Counter if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers or you are able to safely evacuate to a safe location off-site.
- **Counter**: Never seek out confrontation with an active shooter/violent intruder. If you are confronted by an active shooter / violent intruder and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the COUNTER option, commit to your actions.

NOTE: If you are in LOCKDOWN, prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

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- Construct a strong barricade.
- If you have another way out (a window or back door) use it while the assailant is attempting to get in.
- If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
- Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- Provide as much information as possible (slow down – be calm):
 - State the emergency: "I hear gunfire." "I saw..."
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: "room ____"
 - The number of children with you:
- Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

Activating a "Code RED"

Including but not limited to:

- A. Reasonable suspicion
 - Seeing an object that resembles a firearm
 - A Serious Verbal threat- staff should analyze and use discretion
 - Shots-fired on campus or nearby
- B. Person seen brandishing a weapon

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- NO students, staff, parents, or any individual should have weapons (of any sort) on campus
- C. Intention to harm others on or near campus
- Shots-fired on campus
 - Using a weapon (firearm, knife, baton stick, sword, etc.)

Communication/Reporting

1. Campus support staff- communicate via RADIO
 - Announce "Code RED"
 - State Location of danger
 - REPEAT- until announcement is delivered through the INTERCOM
2. Teachers- Use INTERCOM via PHONE by dialing:
 - Emergency USE ONLY- Dial 7030 via phone
 - Announce "Code RED"
 - State Location of danger
3. Admin Office- Communicate via INTERCOM & RADIO
 - Announce "Code RED"
 - REPEAT 2X
 - Use BOTH INTERCOM (Dial 7030) & RADIO

Special Considerations

In the event of an active shooter, please adhere to the following procedure:

When/if students and staff are indoors, staff should:

1. Lock the door(s)
2. Turn lights off
3. DO NOT open the door(s)- staff have keys
4. Hide under desks, furniture, against the wall below windows, etc.
5. ABSOLUTE SILENCE- All Campus
6. Report via SLACK (Team REACH) any students that are not in their appropriate classroom

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Student Transitions

When/if students are transitioning/outdoors (lunch, recess, RTI, SPED ed office, health office, Intervention, etc.):

1. Teachers and staff- Open the nearest and safest classroom door and allow students inside
2. If student cannot be safely evacuated from the restroom- staff *should lock* the students in the restroom
3. LOCK the door(s)
4. Turn lights off
5. Hide under desks, furniture, against the wall below windows, etc.
6. ABSOLUTE SILENCE- All Campus
7. Report via SLACK (Team Reach) any students that are not in their appropriate classroom

Injuries

Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Evacuate, Lockdown, or Counter) you are engaged in.

- *Evacuate* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- *Lockdown/Barricade* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- *Counter* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant.

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Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

- If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
- If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

Law Enforcement

If you encounter law enforcement officers:

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

Weapons

If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it. If you evacuate, put the weapon in a trash can or box and take it out with you and hand the trash can or box to law enforcement.

Ongoing Communication

School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.

Extended Day Programs/After School Activities

School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.

Principal/Site Administrator Actions

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- Follow the All Staff guidance described above.
- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
- Include as much actionable information on the announcement as possible.
 - *Sample Announcement: "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 - *Sample Announcement: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Administration Offices after you call 911.
- If possible assist emergency personnel.
- Assist police in entering the school;
- Provide officers with keys, maps and any other information requested.

Offsite Reunification

- The Operations Section should prepare an off-site evacuation site for reunification.
- This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids.
- Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.

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- School staff and students will remain in lockdown until evacuated on a room by room basis.
- Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

Crisis Intervention

- A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

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Emergency Response - Missing Student

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

Principal/Site Administrator Actions:

- Conduct an immediate search of the school campus.
- Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Gather information about student to provide to law enforcement authorities:
 - Photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If a case involves abduction, begin gathering witness information for the police. Interview friends, last person to see the student.
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.

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- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardians.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

Staff Actions:

- Confirm that the student attended school that day. Notify the Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school action.

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Emergency Response - Earthquake

An earthquake usually strikes without warning and is usually followed by aftershocks. In the event of an earthquake, the following procedures are required.

Once each class is in the staging area, teachers will take roll and note missing/injured children and the disposition of students and/or personnel left in life threatening situations on the Injury Report form. These will be collected by our Intervention staff and taken to the Parent Assembly area. First aid and breakout teams will be formed as soon as primary responsibilities have been met.

School office personnel will attempt to establish communication links and call for outside assistance, if necessary and available. Search & Rescue personnel will move children who were outside the classroom to the assembly area. Part time personnel and other designated staff members will meet with the director/designee to quickly obtain a total school "picture" of the disaster.

Additional items will be assigned by the director and/or assigned dispatch on a priority basis. All teachers will have disaster packets and parent checkout sheets (attendance rosters) for children in their care.

Inside the Building:

1. Give command "DUCK"/"COVER"/"HOLD".
2. Try to avoid glass and falling objectives. Move away from windows where there are large panes of glass, out from under heavy ceiling fixtures and away from tall furniture.
3. If you cannot get beneath an object, drop to the floor in a bent and crouched-over position, bury your face in the crook of one elbow and place the other hand over the back of your neck. Cover your head with a coat, sweater, or notebook if handy.

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4. The director has the option to signal evacuation. If so, then the command "LEAVE THE BUILDING" will be issued when the earthquake is over. Special consideration should be given to exit routes, as many California schools have heavy, architectural ornaments over main entrances.
5. DO NOT RUN, particularly on stairways.
6. Maintain control and take roll of students.
7. Do not light any fire after the earthquake.
8. Avoid electrical wires, which may have fallen.
9. Render first aid if necessary.

Outside:

1. Move away from buildings, trees, power poles (*at least one and one-half times their height*), exposed wires, and metal fences.
2. Give command "DUCK"/"DROP."
3. The safest place is in the open. Stay there until the earthquake is over.
4. DO NOT RUN.
5. After the earthquake, if on the way to school, continue to school. If on the way home, continue home.
6. After the earthquake, if at school, stay at school and WALK to the pre-designated safe area.
7. Follow procedures 7, 8, and 9 under "If inside buildings."

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CLASSROOM SAFETY INSPECTION

Please inspect your room for the following conditions. Notify your immediate supervisor of any unsafe conditions. All objects stored above shoulder level should either be secured in such a manner as to not easily tip or fall or be secured to wall surfaces.

- ☐ Store all heavy objects on the lowest shelves.
- ☐ Separate all glass objects in such a manner that they will not be jolted against other objects.
- ☐ Make certain that all overhead storage is properly secured.
- ☐ Have bookshelves, file cabinets and free-standing cupboards been bolted to the wall or arranged to support each other?
- ☐ Have windows in the classroom been equipped with protective film or window treatment? (e.g. drapes, blinds)
- ☐ Are the partitions, large bookcases, water heaters secured to the structure of the building?
- ☐ Store chemicals on low shelves. Storage areas can be extremely hazardous during a disaster situation.
- ☐ Inspect all areas for loose items that might tip or fall during an earthquake (*including statues, display items, technology, etc.*) and secure them to wall surfaces to locate them away from student seating.
- ☐ DO NOT leave doors to storage cabinets open and unlatched when the cabinets are not in actual use.
- ☐ DO NOT allow flammable combustible materials to be stacked or stored near exit doors.
- ☐ DO NOT allow the over accumulation or other flammable/combustible materials in classrooms, workrooms, or other workplaces.
- ☐ DO NOT store flammable/combustibles or other hazardous chemicals in such a manner as to allow the contents to mix if containers are broken. (*This is particularly true of chemicals which, when combined, will produce toxic gasses or cause instant fire.*)
- ☐ DO NOT let glass containers or materials accumulate on countertops or other workspace. Put them back into proper storage areas when you have finished using them.
- ☐ DO NOT allow electrical cords to extend across walkways or exit ways. Remove them after use and store them properly.
- ☐ DO NOT suspend flammable material or other objects from ceiling or from lightning fixtures. Items that are sprayed with flame-retardant or are laminated are permitted.

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Please note on below any problems that need resolution. Please sign your name where indicated below to verify that your room inspection was completed.

Name: _____ Date: _____

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Policy for Bullying Prevention and Action Plan

REACH Leadership STEAM Academy (RLSA) believes that all students have a right to a safe and healthy school environment. The school, and community have an obligation to promote mutual respect, tolerance, and acceptance.

RLSA will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

RLSA expects students and/or staff to immediately report incidents of bullying to the Director, Vice Principal, disciplinarian or admin designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

How to Report Bullying

1. Communicate your concern to a Teacher, disciplinarian, Principal, or Assistant Principal, or Director. All complaints of bullying shall be forwarded to a site administrator.
2. Fill out the Notification of Harassment/Bullying form located in the front office or in classrooms.
3. Turn in the completed form and your school site administrator will contact you.
4. If you have any questions, please contact us at (951) 275-8820.

To ensure bullying does not occur on school campus, the REACH Leadership STEAM Academy will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Responsibilities of Employees

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

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Employees who receive reports of bullying or observe an act of bullying should immediately stop the behavior and inform the Director, Assistant Principal, disciplinarian or Admin designee.

It is the responsibility of the employee, regardless of whether a student has complained, asked the school to take action, or identified the harassment as bullying to report the incident.

Administrative Review and Procedure

Investigation

All matters regarding bullying should be thoroughly investigated within five days of the initial report. The student accused of bullying should be informed of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf. Parents of both the accused and the student filing the complaint should be contacted as appropriate.

Establishing School Jurisdiction

School jurisdiction shall be established for an allegation of bullying when it is determined to be related to school activity and one of the following conditions are met:

1. The incidents occurred at school
2. The incidents occurred at a school activity
3. The incidents occurred while en route to or from school or a school activity
4. The incidents occurred via electronic communications and resulted in:
 - a. A disruption of the school's educational program
 - b. The creation of a hostile learning environment for one or more students
 - c. A negative impact on one or more students' attendance

Cyberbullying

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a Teacher, the Assistant Principal, disciplinarian, Director or other employee so that the matter may be investigated.

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If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Director, Vice Principal, disciplinarian or admin designee also may file a complaint with the Internet site or service to have the material removed.

Please see Cyber Bully Policy for more information on how to identify this type of harassment.

Confidentiality

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

Corrective Action and Discipline

Upon completion of the investigation, the Director, Vice Principal, disciplinarian or admin designee should determine the appropriate action, if any, to take. Corrective action may include, but not be limited to, counseling, warning, or initiating disciplinary procedures up to and including suspension, or expulsion against the offending student. Corrective action should be designed to prevent reoccurrence of the bullying. All corrective actions shall be recorded in the Student Information System.

Follow-up

The site administrator will ensure that students and their families know how to report subsequent problems, and conduct follow-up inquiries to determine if there have been any instances of retaliation and respond promptly to address continuing or new problems.

REACH Leadership STEAM Academy has adopted a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

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- Students are expected to immediately report incidents of bullying to the Director, Vice Principal, disciplinarian or admin designee. Student Bullying Report forms are available in the front desk for parents and students to fill out.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Director or Vice Principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

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Cyber Bullying Policy

What is Cyber Bullying?

In addition to standard bullying policies implemented by REACH Leadership STEAM Academy (found above/below), cyber bullying is also a required policy for REACH Students to comply with and is not an acceptable behavior.

Bullying can be defined as any “behavior by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumors.
- This includes the same unacceptable behaviors expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, email, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Cyber Bullying is a form of “standard” and/or traditional Bullying, that takes place on a digital platform/medium, with digital media, and used in conjunction with traditional forms/mediums of communication to cause/imply or incite physical, emotional or mental harm to another student: in addition to the definition(s) provided by the State of California.

Cyberbullying, while being a form of “standard” and/or traditional bullying, has three distinguishing characteristics that make it unique from other types of bullying:

1. Persistence – In the digital age, with smart devices near us at all times, children are accessible 24 hours a day. Thus, cyberbullying can occur at any/all times, whereas other forms of bullying would usually only occur during certain hours.

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2. Permanence – Electronic information that is made public, often stays public. Any damaging information about a person that is released online will likely stay accessible to the public throughout that person's lifetime, and can negatively impact them for the rest of their lives.
3. Covertness – Given the nature of smart devices, cyberbullying cannot be outwardly seen or heard, which can make it harder to detect than other types of bullying.

Who does this affect?

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying

How are bullying and cyberbullying defined in California anti-bullying laws and regulations?

California anti-bullying laws and regulations include the following definitions of bullying and cyber sexual bullying:

"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 pupil or group of pupils as defined

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in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" means the creation or 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:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

(iii)

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(I) An act of cyber sexual bullying.

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

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

Cal Ed Code § 48900 (2016)

Do California anti-bullying laws and regulations cover cyberbullying that occurs off-campus?

Yes. California anti-bullying laws cover off-campus conduct encompassing any electronic act where the creation or transmission originated on or off the school site.

More information regarding California's Laws & requirements can be found here:
<https://www.stopbullying.gov/laws/california/index.html>

Our Policy

At REACH our Cyberbullying policy is in line with our Bullying policy. Cyber bullying will not be tolerated and condoned on campus. For Policies and disciplinary steps of action, please see section Policy for Bullying Prevention and Action Plan.

Our Practices

At REACH Leadership STEAM Academy (REACH), we take Cyberbullying and internet safety very seriously. In compliance with Children's Internet Protection

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Act (CIPA), we deploy multiple safeguards and monitoring services for school provided technology for students, not only to protect them and ensure productivity while on campus, but to mitigate and prevent Cyberbullying from taking places. Chat services, video sharing services, and social media platforms with age requirements over the age of 13 are not permitted to be used and/or accessed on site at REACH.

In addition to safeguards, we require all students & families to comply with our acceptable use policy, which outlines multiple policies students must comply with while attending reach. One of those is digital citizenship. Digital citizenship is a key component in preventing cyber bullying through training and information to students of best use of technology, and understanding the ramifications of bad behavior on technology, includes, plagiarism, discrimination, cyberbullying, fraud and more. Our Student acceptable use policy can be found in our student handbook.

Our Response to Bullying

Please see the REACH Policy for Bullying Prevention and Action Plan section for our response and actions.

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Policy for Child Abuse Prevention and Reporting Procedures

Identification of Child Abuse and Neglect

Child abuse is more than broken bones and visible scars. Physical abuse can leave visible scars but other forms of abuse go much deeper and last longer. It is important to clearly understand the forms of child abuse including neglect and all be able to identify the warning signs. What is Child Abuse?

Child abuse is any act of omission or commission that endangers or impairs a child's physical or emotional health and development. This includes physical abuse, emotional abuse, sexual abuse, and physical neglect.

1. Physical Abuse: A physical injury inflicted on a child that is not an accident. This can include: kicking, hitting, shaking, pinching, pulling hair, slapping, beating, and endangering.
2. Emotional Abuse: Failure to provide the child with the normal experiences, which will make the child feel loved, wanted and secure. This can include ignoring, unreasonable demands, verbal assaults, unpredictable responses, constant family discord, etc.
3. Sexual Abuse: Sexual assault or exploitation of a child for the sexual gratification of an adult. This can include verbalization to sexual intercourse.
4. Physical Neglect: The negligent treatment or maltreatment of a child. This can include: lack of proper supervision, food, clothing, shelter, medical attention, and sanitation.

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:

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- 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

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- 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.
- Change in controlling bodily functions
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

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WHAT IS NOT CHILD ABUSE?

1. Age appropriate physical discipline, including spanking.
2. Injuries caused by mutual fighting between children.
3. Fear of further abuse.
4. Injuries caused by reasonable and necessary force used by public school employees to stop a disturbance threatening physical injury to people or damage to property, for purposes of self-defense, or to obtain possession of weapons within control of the student.
5. Injuries caused by reasonable and necessary force used by a peace officer to stop a disturbance threatening physical injury or damage to property, for purposes of self-defense, or to obtain possession of weapons within control of the student.
6. Pregnancy or report of consensual sex by a minor does not in and of itself constitute a basis for reporting, although a report may be warranted depending on additional information such as age discrepancy between sex partners, degree of coercion, etc.

CHILD ABUSE/CHILD NEGLECT REPORTING PROCEDURES

1.1 Certified employees and classified employees shall report known or suspected child abuse/neglect as specified by district procedures. No supervisor may impede the reporting of suspected child abuse/neglect under penalty of law.

1.2 Definitions:

1.2.1 "Child Abuse/Child Neglect" includes the following:

- a. A physical injury inflicted by other than accidental means on a child by another person.
- b. Sexual abuse of a child
- c. Willful cruelty or unjustifiable punishment of a child, or
- d. Unlawful corporal punishment or injury resulting in a traumatic condition
- e. Neglect of a child including neglect of a child's medical condition, or abuse in out-of-home care

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- 1.2.2 "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of child protective agencies." Mandated reporters include school employees.
- 1.2.2.1.1 The Executive Director or designee shall provide training in the duties of child abuse identification and reporting for all certificated and classified personnel.
- 1.2.3 "Child Protective Agencies" are those law enforcement and child protective agencies responsible for investigating child abuse/neglect reports.
- 1.2.4 "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse/neglect.
- 1.2.5 Reporting Procedures
- 1.2.6 Employees shall notify the director or designee (School Administrators) as soon as possible when they suspect child abuse/neglect.
- 1.2.7 To report known or suspected child abuse/neglect, employees shall immediately contact any one of the following agencies: Child Protective Services, the police department, or sheriff's office by telephone, to report suspected child abuse/neglect. Such reports are confidential.
- 1.2.8 When the verbal report is made, the mandated reporter shall note on the reporting form the name of the official contacted, the date and time contacted. Any instructions or advice received from the notified official should be followed.
- 1.2.9 Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572) *Report Suspected Child Abuse/Neglect* (Penal Code 11166).
- 1.2.10 Mandated reporters may obtain a Department of Justice form from either the school office, the local child protective agency, or online at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.
- 1.2.11 When notified, administrators shall assist the mandated reporter to ensure that reports are made in accordance with law and district regulations.
- 1.3 Legal Responsibility and Liability
- 1.3.1 Mandated reporters have immunity from liability unless the report was made with reckless disregard for the truth. School employees as mandated reporters

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are not civilly or criminally liable for filing a required report of known or suspected child abuse/neglect. The name of the reporting employee is confidential. Parents shall not be told the name of the reporting employee in any school conference unless the employee agrees to disclose the information. State law governing reports of suspected child abuse/neglect prescribes that the name of the reporting party is confidential (unless criminal proceedings are brought against an abuser).

- 1.3.2 It is a misdemeanor to fail to report an instance of child abuse/neglect. The misdemeanor is punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
- 1.3.3 When two or more persons who are required to report have joint knowledge of a suspected instance or child abuse/neglect, and when they so agree, the telephone report may be made and signed by that persons. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.
- 1.3.4 No supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Impeding a report is a misdemeanor and is punishable by \$1,000 fine and six (6) months in jail.

1.4 Victim Interviews

- 1.4.1 Upon request, a child protective agency representative may interview a suspected victim of child abuse/neglect during school hours, on school premises, concerning a report of suspected child abuse/neglect that occurred within the child's home.
- 1.4.2 A staff member or volunteer safe aide selected by a child may decline to be present at the interview. If the selected person accepts, the director or designee shall inform him/her, before the interview takes place, of the following legal requirements:
 - a. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
 - b. The selected person shall not participate in the interview.
 - c. The selected person shall not discuss the facts or circumstances of the interview.
 - d. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code Section 11167.5.

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- 1.4.3 If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

1.5 Release of Child to Peace Officer or Child Protective Services Agent

- 1.5.1 When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse/neglect, the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 4890)

- 1.5.2 Peace officers and child protective service agents shall be asked to sign an appropriate release or acceptance of responsibility form.

1.6 When School Employees are Accused of Child Abuse/Neglect

- 1.6.1 When school employees are made aware that an employee may be responsible for child abuse/neglect, the director or supervisor of the employee shall immediately contact a law enforcement agency and make a verbal report. The verbal report shall be followed up with the written report on the appropriate Department of Justice form within 36 hours. The appropriate administrative chain of command shall be notified beginning with the immediate supervisor and follow-up with the Executive Director. Regardless of who the child abusers may be, the major responsibilities of mandated reporters are to (a) identify incidents of suspected child abuse/neglect, and (b) comply with laws requiring the reporting of suspected abuse/neglect to the proper authorities. Determining whether or not the suspected abuse/neglect actually occurred is not the responsibility of the school employee; such determination and follow-up investigation shall be made by law enforcement officers and/or a child protective agency.
- 1.6.2 Pending the outcome of an investigation by either law enforcement or a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.
- 1.6.3 Upon filing formal charges or upon conviction, the school may take disciplinary action in accordance with law, school policies, regulations and/or collective bargaining agreements. The Executive Director or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

1.7 Assisting Parents Who Wish to Report Child Abuse/Neglect

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- 1.7.1 The director/designee shall provide parents with the Department of Justice form (DOJ SS 8572) *Report of Suspected Child Abuse/Neglect* when the parent believes he/she may be aware of an incident of child abuse/neglect.

1.8 Assisting Students Who Wish to Report Child Abuse/Neglect

- 1.8.1 Posters that notify children of the appropriate number to call and report child abuse or neglect are posted in english/spanish where pupils frequently congregate. (Added by Johanna)

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GROUND'S FOR SUSPENSION AND EXPULSION

*"The procedures by which pupils can be suspended or expelled."
Ed. Code § 47605 (b)(5)(J)*

SUSPENSION AND EXPULSION Reviewed.

The REACH Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. This document shall serve as REACH Leadership Academy's policy and procedures for student suspension and expulsion and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

REACH Leadership Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The discipline policy and procedures will be printed and distributed as part of the Student Handbook and will clearly describe the school's expectations as it relates to student conduct.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during school hours, use of alternative educational environments, suspension, and expulsion.

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

At the beginning of each school year, the Executive Director or administrative designee shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment.

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parent/guardian. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to,

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suspension or expulsion.

Suspended or expelled students: shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

GROUND FOR SUSPENSION AND EXPULSION OF STUDENTS

Before the decision to suspend, the Executive Director or designee shall take into consideration the following concerns:

- a. Alternative methods of discipline which would be more likely to make a positive change in the student's behavior
- b. Alternative methods of discipline which would be less disruptive to the student's academic progress
- c. The shortest period of suspension necessary to accomplish the desired disciplinary goal

SUSPENSION AND EXPULSION PROCESS

The REACH Board of Directors has established policies, regulations, and rules of behavior in order to promote learning and protect the safety and well being of all students. The Board of Directors has delegated to the Executive director and/or designee the authority and responsibility for developing and maintaining student behavior or conduct rules. These behavior or conduct rules will be developed and shall be periodically reviewed with staff and shared with students and parents/guardians. When these policies, regulations, and rules are violated, it may be necessary to suspend or expel a student, including a student with disabilities, from regular classroom instruction.

The following procedures shall be implemented:

1. Except where suspension for the first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.
2. Expulsion is an action taken by the REACH Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct and when other forms of discipline, including suspension, are not feasible or have failed to bring about proper conduct, or when the student's (including a student with disabilities) presence causes a continuing danger to students or others.
3. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and

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expulsion shall be specified in administrative regulations.

4. In accordance with applicable law, the school shall establish rules and regulations for the readmission of expelled students.

STUDENT DUE PROCESS

The REACH Board of Directors shall provide for the fair treatment of students (including students with disabilities) facing suspension and expulsion by affording them their due process rights under the law.

The Executive Director or designee may establish a school on-campus suspension program for students, including students with disabilities, who are suspended for violations of Education Code 48900 et seq.

PARENTAL ATTENDANCE

1. The REACH Board of Directors believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.
2. Whenever a student is suspended from a class because s/he committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may strongly advise the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also be advised to meet with the Executive Director or designee.
3. Parental attendance may be strongly advised on the day the student returns to class or within one week thereafter. The Director or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness, injury, disability, absence from town, or inability to get certain release time from work.

GROUND FOR SUSPENSION/EXPULSION

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7:

1. Caused, attempted to cause, or threatened to cause physical injury to

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- another person or willfully used force or violence upon the person of another, except in self-defense
2. Brandishing a knife as defined in Education Code 48915(g) at another person
 3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the Executive Director, Assistant Director, or a designee of the Executive Director
 4. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
 5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
 6. Committed or attempted to commit robbery or extortion
 7. Caused or attempted to cause damage to school property or private property (including, but is not limited to, electronic files and databases)
 8. Stole or attempted to steal school property or private property (including, but is not limited to, electronic files and databases)
 9. Possessed or used tobacco, or any products containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
 10. Committed an obscene act or engaged in habitual profanity or vulgarity
 11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
 12. Knowingly received stolen school property or private property (including, but is not limited to, electronic files and databases)
 13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 14. Committed or attempted to commit a sexual assault as defined in Section

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- 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
15. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
 16. Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code
 17. Engaged in an act of bullying, including bullying by means of an electronic directed toward a pupil or school personnel Note: REACH will not tolerate any act of bullying or intimidation including gestures, comments, threats, or actions, either written, verbal, or physical, which cause, threaten to cause, or are likely to cause bodily harm or personal degradation on school campus or at any school activity whether on or off campus.
 - a. A student may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Executive Director or administrative designee or occurring within any other school district. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - While on school grounds
 - While going to or coming from school
 - During lunch period whether on or off the campus
 - During, or while going to or coming from, a school sponsored activity
 18. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section. Except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury, shall be subject to discipline The Executive Director or administrative designee may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section.
 19. Sexual Harassment: A student in grades 4-6 is subject to suspension or recommendation for expulsion when it is determined that he/she:
Committed sexual harassment as defined in Education Code 212.5. Note: Pursuant to Education Code 48900.2, the conduct constitutes harassment

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- if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating , hostile, or offensive educational environment.
20. Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-6)
 21. Engaged in harassment, threats, or intimidation directed against school District personnel or students (grades 4-6), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
 22. Made terrorist threats against school officials, school property, or both. For purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose, and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

- a. **Authority.** All requests for student suspension are to be processed by the Executive Director or administrative designee of REACH. In the case that the suspension is requested by an administrative designee, a school employee shall report the suspension, including name of student and cause for suspension, to the Executive Director.
- b. **Notice to Parent/Guardian.** At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Additionally, whenever a student is suspended, the parent/guardian will be notified in writing. This notice shall state the specific offense committed by the student. The notice may also state the date and

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time when the student may return to school.

A copy of the notice shall be placed into the student's record as required by Education Code 48900.8.

- c. **Time Limits.** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per session. The limit may be extended only if the student has been recommended for expulsion and has been determined by the Executive Director or designee to be either disruptive to the learning environment or a threat or danger to others; in this case, the limit may be extended pending the results of the expulsion hearing.
- d. **Informal Conference.** Suspension shall be preceded by an informal conference conducted by the Executive Director or an administrative designee with the student and school employee who referred the student for suspension. At the conference, the student shall be informed of the reason for disciplinary action and the evidence against him/her. The student may be given the opportunity to present his/her version and evidence in support of his/her defense.
- e. This conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without this conference, both the parent/guardian and student shall be notified of the student's rights to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.
- f. **Suspension-Activities.** Suspension will remove the student from peers and the class environment. This separation is intended to provide the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive. Suspension may be served in school or out of school, depending on the nature of the infraction.
- g. A student serving in-school suspension will report to school at the regular time in required school attire. Parents will be notified of the suspension arrangements. The pupil's teacher(s) will provide assignments and resources will be made available. The student will not attend his/her regular class or go out for break. The student will eat lunch in an assigned room. The maximum

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number of consecutive days a student may be suspended (in and out of school) is five (5), or twenty (20) days per year as according to Education Code Section 48903(a). This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

- h. **Suspension- Special Education.** Students currently enrolled in a special education program may be suspended for any of the reasons enumerated in Education Code Section 48900, upon a first offense as specified under Education Code Section 48900.5. However, for subsequent suspension when the cumulative total number of days of suspension reaches 10 days, Section 504 and Special Education students require that a "manifestation determination" meeting be held as further days of suspension may represent a change in placement for these students. In order to facilitate proactive responses to misconduct concerns, school personnel may wish to conduct "manifestation determination" meetings for some students when the cumulative number of suspension days approaches 10 days of suspension.
- i. If a student covered by this section is suspended for 10 or more days during the course of the school year, or is subject to a disciplinary action which results in a pattern of exclusion that constitutes a significant change in placement during the course of the student's year, either the Section 504 team or the IEP team shall meet to review whether there is a need to revise or modify the student's Section 504 plan and/or IEP.

EXPULSION PROCEDURES

- a. **Authority to Expel.** Only the Executive Director or Director's Designee may recommend expulsion or refer a student for an expulsion hearing. A student may be expelled by the REACH Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the board as needed. The Administrative Panel shall consist of at least three certified panel members, to include a teacher of the pupil, one Board member, and one other school site staff.
- b. **Immediate Expulsion Recommendation.** The Board shall immediately expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation for Expulsion." The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension/Expulsion" upon recommendation by the Executive Director or administrative designee based on either or both of the following finding(s):
 - a. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

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- b. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- c. **Mandatory Recommendation for Expulsion:** The Executive Director or administrative designee shall recommend that the Board expel any student found at school or at a school activity to be:
 - 1. Possessing, or selling, or otherwise furnishing a firearm
 - 2. Brandishing a knife as defined in Ed. Code § 48915(g) at another person
 - 3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
 - 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900
 - 5. Possession of an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. The list above is not exhaustive. Depending on the nature of the offense, a student may be expelled for other misconduct when it warrants expulsion.

Notwithstanding any of the foregoing statements, suspensions and expulsions, shall not be in conflict with Ed. Code Sections 48900 to 48926.

- d. **Guns Free Schools Act.** The Charter School shall comply with the Federal Gun-Free Schools Act. Students are subject to mandatory expulsion from REACH for any of the reasons specified in the Ed. Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.
- e. **Hearing.** Students recommended for expulsion are entitled to a hearing to determine whether the students should be expelled. Unless postponed for good cause, the hearing will be held within thirty (30) school days after the Executive Director or administrative designee determines that the pupil has committed an expellable offense. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing will be held in a closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a

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written request for a public hearing at least three (3) days prior to the hearing. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. Written notice of the hearing will be forwarded to the student and his/her parent/guardian at least ten (10) calendar days before the date of the hearing.

Whether the expulsion hearing is held in closed or public session, the Board may meet in the closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session.

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

Upon mailing the notice, it shall be deemed served upon the pupil. The notice will include:

1. The date and place of the hearing
2. A statement of the specific charges and offense upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the Charter School to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active

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member of the State Bar of California. Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The opportunity to cross-examine all witnesses who testify at the hearing.
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.
8. The right to inspect and obtain copies of all documents to be used at the hearing.

If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school attendance, unless the student requests in writing that the decision be postponed.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impractical during the school year to comply with these requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

The REACH Board of Directors' decision on whether to expel a student shall be

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made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed.

- f. **Rights of Complaining Witness.** An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Whenever the Executive Director or administrative designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, s/he shall give the complaining witness a copy of the Charter School's suspension and expulsion policy and regulation and shall advise the witness of his/her right to:

1. Receive five days' notice of his/her scheduled testimony at the hearing
 2. Have up to two adult support persons of his/her choosing present in the hearing at the time s/he testifies
 3. Have a closed hearing during the time s/he testifies
 4. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room
 5. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
 6. Whenever any allegation of sexual assault or sexual battery is made, the Executive Director or Assistant Director shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.
- g. **Record of Hearing.** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as the reasonably accurate written and complete transcription of the proceedings can be made.

Suspension and expulsion data will be available for District review.

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- h. **Subpoenas.** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director or Assistant Director, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. If the Board determines, or the Administrative Panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.
- i. **Presentation of Evidence.** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in Education Code 48900(a)-(q), Education Code 48900.2-48900.4, 48900.8, and 48915(c). Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
- j. **Written Notice to Expel.** The Executive Director or administrative designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:
 - 1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(q), Education Code 48900.2-48900.4, 48900.8, and 48915(c).
 - 2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.
 - 3. Notice of the right to appeal the expulsion to the REACH Board of Directors

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Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the expelling Charter School, pursuant to Education Code 48915.1.

- k. **Action by the Board.** Whether the expulsion hearing is conducted in closed or public session by the Board or an Administrative Panel, the final action to expel must be taken by the Board at a public meeting. When the Board accepts a recommendation against expulsion or decides after the hearing not to expel, this decision is final and the student shall be reinstated immediately.
- l. **Due Process and Right to Appeal.** Parents have rights with regards to suspensions and expulsions. They will be immediately notified about suspension and expulsion proceedings. Notifications will include a written notice outlining the student's violations and the suspensions or expulsions process. In the case of expulsions, a hearing with the Executive Director or Assistant Director will be held within three (3) days whereby the parent/guardian, student, and a representative (if the parent/guardian so chooses) may be present. The hearing may also include the Administrative Panel. Parents will be notified in writing of the final determination of the expulsion.

If a pupil is expelled, the pupil or the pupil's parents/guardians may, within ten (10) calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the REACH Board shall hold an appeal's hearing within twenty (20) school days following the filing of a formal request under this section. The Board who hears the appeal will not consist of the Board members who participated in the original expulsion hearing. The Board shall render a decision within three (3) schooldays of the hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal a decision of the Administrative Panel and impose the original order of expulsion.

The REACH Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be

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limited to, the requirements for filing the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from REACH simultaneously with the filing of the notice of appeal. REACH shall provide the pupil with the transcripts, supporting documents, and records within ten (10) school days following the pupil's written request, unless impractical.

If the student is expelled, REACH will advise the parent/guardian to contact the appropriate RUSD office/staff if they want their child to attend a school in the District. Students expelled from one district cannot attend any other school or school district during the term of their expulsion until they have complied with State law (Ed. Code Sections 48915.1 and 48915.20).

- m. **Rehabilitation, Readmission, Interim Placement.** Pupils who are expelled from the Charter School will be given a rehabilitation plan upon expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The REACH governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, REACH's governing board shall readmit the pupil unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description shall be made available to the pupil and the pupil's parent/guardian at the time the expulsion order is entered.

- n. **Expulsion of Students with Exceptional Needs.** In the event that a special education student commits one of the acts enumerated in the "Mandatory Recommendation for Expulsion," s/he shall be subject to expulsion only if all of the following conditions are met:
 - 1. The IEP team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
 - 2. The team determines that the student had been appropriately placed at the time of the misconduct occurred.
 - 3. Prior to convening a meeting to consider an Expulsion Agreement or an Administrative Hearing Panel for any student covered by a Section 504 plan or who is identified as a Special Education student, either the

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- Section 504 team or an IEP team shall conduct a re-evaluation of the student to enable the Section 504 team or the IEP team to determine whether the misconduct was a manifestation of the student's disability.
4. Parent consent is not required for the evaluation
 5. The 504 team or the IEP team shall review the relevant data from a variety of sources which will afford the Section 504 team or the IEP team with an understanding of the student's current behavior
 6. Formal testing may be conducted, but not required
 7. The parent shall be invited to the Section 504 or IEP meeting: a special education student's parent shall have 48 hour notice prior to the meeting and shall have postponed rights as defined in current law
 8. If the parent is unavailable or declines to attend the Section 504 meeting or the IEP meeting, the respective team shall meet without the parent
- o. **Manifest Determination.** In case of a student who has an IEP, or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with mandates of state and federal laws, including the IDEIA and Section 504 of the Rehabilitation Act of 1973. As set forth in the MOU regarding special education between the District and the Charter School, an IEP team, including a district representative will meet immediately, if possible, but in no case later than 10 days after the date on which the decision to impose disciplinary action constituting a change in placement is made, to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion of a student with special needs, a Section 504 or IEP meeting shall be held to consider the relationship between the student's disability and behavior subject to disciplinary action, and to determine whether the misconduct is a manifestation of the student's disability.

If the Section 504 team or IEP team determines that the student's misconduct is related to or caused by the student's disability, the student shall not be recommended for expulsion; however, a change in placement can still be made. If the Section 504 team or IEP team determines that the student's behavior was not a manifestation of her/her disability, the student may be disciplined in accordance with the school's policies and procedures for disciplining students without disabilities.

In accordance with Education Code § 47605(d)(3), if a pupil is expelled or leaves the Charter School without promoting or completing the school year for any reason, the Charter School shall notify the superintendent of the authorizing agency of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative

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record of the pupil, including a transcript of grades or report card, and health information.

DISCIPLINE PROCEDURES

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The school's policies and procedures shall clearly describe discipline expectations and will be printed and distributed as part of the Student Handbook which shall be sent to each student at the beginning of the school year. The REACH administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Rules for student discipline shall be developed at the school site. These rules shall be adopted jointly by the director or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, and parents/guardians shall be obtained when the rules are developed. The rules shall be consistent with law, Board of Education policy, and school regulations. They shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years.

All avenues of discipline provided in policy, regulation, and law may be used in developing rules. These include but are not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, assignment to a supervised study room where students receive ongoing instruction, the use of other alternative educational environments, suspension, and expulsion.

CORPORAL PUNISHMENT

1. As defined by law, "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment.
2. Corporal Punishment – Prohibition

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No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a pupil. Every resolution, by law, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon a pupil attending a public school is void and unenforceable.

PHYSICAL EXERCISE AS PUNISHMENT

1. Forced physical exercise which is used for punitive or disciplinary purposes and which causes physical pain to a student is considered to be inappropriate educational practice.
2. Corporal Punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

COMMUNITY SERVICE

1. Except when suspension or expulsion is required by law, the Executive Director or designee at his/her discretion, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs.

RECESS RESTRICTION

1. Certified staff may restrict a student's recess time under the following conditions when he/she believes that this action is the most effective way to bring about improved behavior:
 - a. The student shall be given adequate time to use the restroom, get a drink, or eat lunch as appropriate.
 - b. The student shall remain under a certified employee's supervision during the period of detention.
 - c. Teachers shall inform the director of any recess restrictions they impose.

DETENTION AFTER SCHOOL

1. Students may be detained for up to one hour after the close of the maximum school day under the following conditions:
 - a. A Student who is transported by school bus shall be detained only

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until the time when the bus departs.

- b. A Student who is not transported by school bus shall be detained only after his/her parent/guardian has been notified of the day and amount of time involved.
 - c. The Student shall remain under the supervision of a certified employee during the period of detention.
2. Students may be offered the choice of serving detention on Saturday rather than after school.

SUPERVISED STUDY ROOM

1. Students may be assigned to a Supervised Study Room by a school administrator or administrative designee for a period not to exceed five (5) school days under the following conditions:
- a. The student's conduct has disrupted or threatens to disrupt the educational process, the student has defied the valid authority of school personnel, or the student has committed other violations of school rules.
 - b. Students shall be required to complete assigned school work or such alternative assignments as may be deemed appropriate by the certified supervisor of the Supervised Study Room.
 - c. Students have the opportunity to eat lunch at a reasonable time under the supervision of the Supervised Study Room staff. Supervised breaks shall be provided at regular times to allow students access to drinking foundations and restrooms.
 - d. Students shall be held to a strict accounting for their behavior during assignment to the Supervised Study Room.

NOTICE TO PARENTS/GUARDIANS AND STUDENTS

1. The Executive Director shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year. Transfer students and their parents/guardians shall be so advised upon enrollment.
- a. The notice shall state that these rules and regulations are available on request at the Executive Director/Assistant Director's office.

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STUDENT CONDUCT

The Board of Directors believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff, and the Board must all understand and fulfill their responsibility related to student conduct.

STUDENT RESPONSIBILITIES

1. The Board believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to freely express their individually so long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff, and volunteers. Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar, or abusive language.
2. Students shall receive school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion, or transfer to alternative programs.

PARENT/GUARDIAN RESPONSIBILITIES

1. Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their child's behavior.
2. California law holds parents/guardians liable for any willful student misconduct which results in the death of injury of any student or persons employed by or volunteering for the REACH. Parents/guardians are also liable for any defacement, injury, or loss of property belonging to REACH or to a school employee.
3. The Executive Director or designee shall ensure that parents/guardians are annually informed of their liability for death, personal injury, or REACH property damage resulting from willful student misconduct.
4. Parents/guardians shall also be informed that REACH shall not be responsible for damage caused by any student to any item of personal property which another student brings to school.

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REACH RESPONSIBILITIES

1. The Board is responsible for prescribing behavioral and disciplinary guidelines for students. The Board shall give staff all reasonable support with respect to enforcing appropriate student conduct and discipline.
2. The Executive Director or designee shall establish procedures necessary to enforce the Board's conduct and discipline policies and shall notify parents/guardians of the availability of these policies and procedures at the beginning of each school year.

The school Assistant Director shall establish and enforce school rules that conform to school procedures and that foster safety and good citizenship. He/she shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

1. Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other certified staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

NOTIFICATION TO TEACHERS OF DANGEROUS STUDENTS

Pursuant to Education Code Section 49079, REACH shall inform a student's teacher of any student 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) (smoking) of Education Code Section 48900 during the three (3) previous school years. Pursuant to Welfare and Institutions Code Section 827, similar notification shall be given on any student who has committed certain acts enumerated in Section 827. Information regarding the student must be shared in a timely manner, but no later than seven (7) school days after the information is received.

This information shall be based upon any records that Odyssey maintains in its ordinary course of business.

The information provided is for teachers only. All information regarding suspension and expulsion is CONFIDENTIAL and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Please include your Discrimination, Harassment, and Hate Crime Reporting Procedures and policies here. (See Ed. Code § 32282(a)(2)(E).

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Disaster Drill Dates (Hybrid Schedule)

Date (Cohort A)	Date (Cohort B)	Time	Emergency Drill	Monthly Emergency Drill (Cohort A & B)
September Fire drill	September Fire drill	TBA	Lockdown	September (Cohort A) September (Cohort B)
October Fire drill	October Fire drill	TBA	Great California Shakeout	October (Cohort A) October (Cohort B)
November Fire drill	November Fire drill	TBA	Code Red	November (Cohort A) November (Cohort B)
December Fire drill	December Fire drill	TBA	Bomb threat	December (Cohort A) December (Cohort B)
January Fire drill	January Fire drill	TBA	Off-Site Evacuation	January (Cohort A) January (Cohort B)
February Fire drill	February Fire drill	TBA	Shelter in Place	February (Cohort A) February (Cohort B)
March Fire drill	March Fire drill	TBA	Emergency triage	March (Cohort A) March (Cohort B)
April Fire drill	April Fire drill	TBA	lockdown	April (Cohort A) April (Cohort B)
May Fire drill	May Fire drill	TBA	Fire Drill	May (Cohort A) May (Cohort B)

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Disaster Drill Dates (Regular Schedule) 2023-2024

Date	Fire Drill	Time	Emergency Drill	Emergency Drill Date
September	Fire Drill	9:35 am	Lockdown	September
October	Fire Drill	9:35 am	Great California Shakeout (8:40am)	October
November	Fire Drill	9:35 am	Code Red	November
December	Fire Drill	9:35 am	Shelter In Place	December
January	Fire Drill	9:35 am	Bomb Threat	January
February	Fire Drill	9:35 am	Lockdown	February
March 14	Fire Drill	9:35 am	Off-site Evacuation	March 16
April 18	Fire Drill	0:35 am	Emergency Triage Drill	April 20
May 30	Fire Drill	9:35 am	N/A	N/A

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EXHIBIT A: EVACUATION PLAN, CAMPUS DIAGRAMS, TRAFFIC
EGRESS AND INGRESS.

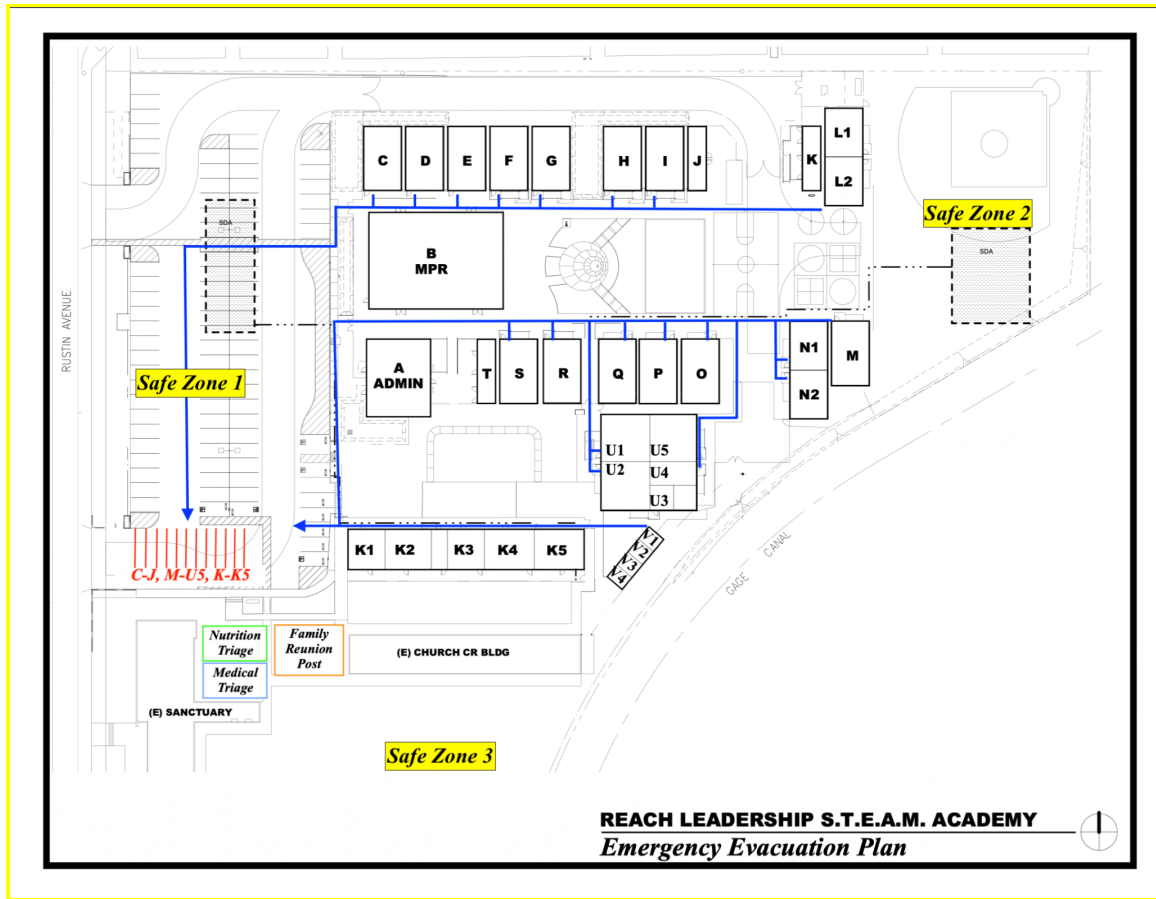


EXHIBIT B: SAFETY PLAN COMMITTEE

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EXHIBIT C: SAMPLE COMMITTEE MEETING DOCUMENTATION

Meetings	Meeting Date	Sign-in Yes/No	Agenda Yes/No	Meeting Summary
1				
2				
3				
4				
5				
6				