



SCHOOL SITE SAFETY PLAN

Community Collaborative Charter School (TK-8)

2025-2026

School: Community Collaborative Charter School – TK-8 Campus

CDS Code: 34765050108837

Address: 3701 Stephens Drive

North Highlands, CA 95660

Director: Jon Campbell

Principal: Angee Phraxayavong-Briones

Vice Principal: Kaela Vermeulen

Introduction

The purpose of this School Site Safety Plan is to fulfill the requirements outlined in California Education Code Section 32280-32289.5 and provides a framework to ensure the safety and well-being of all students, staff, and visitors at Community Collaborative Charter School TK-8. The site safety plan outlines school policy and procedures for preventing and responding to a variety of emergency situations, as well as strategies for creating a safe and secure learning environment.

School Information

Community Collaborative Charter School (TK-8) is located at 3701 Stephen Drive, North Highlands, CA 95660 and is part of Gateway Community Charters. The school serves approximately 164 students from grades TK-8.

Charter Management Organization & Site Leaders Information

Gateway Community Charter Schools

5112 Arnold Ave, Suite A

McClellan, CA 95652

(916) 286-5129

Jason Sample, Superintendent/CEO

Joi Tikoi, Assistant Superintendent

Morri Elliot, Assistant Superintendent

School Principal: Matthew Rhyne

School Site Manager: Andrea Flores

School Phone number: (916) 286-5158

The School consults with the following key stakeholders, including law enforcement agencies, first responders, and mental health service contacts in the development and evaluation of the plan.

Law Enforcement Agency Contacts and Roles

Sacramento County Sheriff Department (916) 874-5115

Twin Rivers Unified School District Police (916) 566-2777

Sacramento County District Attorney (916) 874-6218

Fire Department Contacts and Roles

Sacramento Metropolitan Fire District (916) 859-4300

Other First Responder Contacts and Roles – OES

Sacramento County Office of Emergency Services (916) 874-4670

Mental Health Service Contacts and Roles

Hannah Larson, PPSC, CSW 108146, School Social Worker, Community Collaborative Charter School

Community Intervention Professionals

Rita Ozeruga, Community Engagement Specialist

Development Process

The School Site Safety Plan has been developed using a systematic planning process in collaboration with key stakeholders, including school administrators, teachers, support staff, parents/guardians, students, local law enforcement, and emergency response agencies.

The plan will be evaluated annually and updated to ensure it remains current and effective.

Dissemination and Access

This plan was disseminated to the staff by email and to the school community via the school webpage.

This plan is available in the following languages other than English to increase accessibility and understanding; Spanish and Russian.

For public access to safety-related plans and materials, contact school site administration or visit the school website.

School Safety Policy

School Discipline Rules and Procedures

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PBIS

Positive Behavior Interventions and Supports (PBIS) is a school-wide approach to behavior that CCCS is proud to be implementing starting in the 2023-2024 school year.

Our goal is to create a social culture that will encourage positive behaviors and interactions, while discouraging problem behaviors. This will lead to a safe environment where students achieve academically and build positive relationships with each other and with adults. The foundation of this approach emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, and correcting them when they do not.

General School Expectations

Anytime, any place, Phoenixes RISE.
We are Respectful, Inclusive, Safe, and show Excellence.

These expectations apply to all students, staff, and settings. They will be directly taught and regularly reviewed, and we will continually affirm and acknowledge students for displaying the expected behaviors.

Behavior Matrix

Below is the behavior matrix with the expectations for students in all major areas of the school. These expectations apply to everyone, at every time, in every place.

SCHOOL EXPECTATIONS - “PHOENIXES RISE”				
AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
Classrooms	Get permission and use hall pass before leaving Enter and leave classroom calmly	Use kind words and actions Celebrate Each other	Keep body to self Use furniture appropriately Use Materials With Intended Purpose	On Task Best Effort Ready to Learn
Cafeteria	Keep food to self Get permission before leaving. Follow staff directions	Use kind words and actions Invite others	Keep body to self Walking feet Use school property appropriately	Take care of needs Keep eating area clean. Dispose of trash
Hallways	Have permission Use hall passes Focus On Self	Kind words and actions Use silent signals	Keep body to self Walking feet Stay on walkways	Return promptly Keep hallways clean and clear.
TK - 5th Bathrooms	Have permission. Have bathroom pass.	Use Kind Words and Actions Give Others Privacy.	Keep body to self One person per stall.	Dispose of Trash in Garbage

SCHOOL EXPECTATIONS - "PHOENIXES RISE"

AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
	Use With Purpose	Keep Bathrooms Clean	Wash Hands For 20 Seconds	Report low supplies Return Promptly
6th - 8th Bathrooms	Have permission. Have bathroom pass. Use With Purpose	Use Kind Words and Actions Give Others Privacy. Keep Bathrooms Clean	Keep body to self One person per bathroom. Wash Hands For 20 Seconds	Dispose of Trash in Garbage Report low supplies Return Promptly
Blacktop <u>Need to leave blacktop?:</u> Find supervising staff Ask permission Use a hall pass	Use and return equipment properly. Share Equipment	Kind words and actions Invite Others	Safe body Safe play Remain On the Blacktop.	Take Care of Needs Resolve conflicts. Follow staff directions and whistles.
Office	Follow staff directions Enter with purpose Kind Words and Actions	One voice at a time Focus on self	Keep Body to Self Use school property appropriately Keep Office Clean	Wait patiently for help. Respect Boundaries Return to class promptly.
Emergencies/ Drills	Follow staff directions	Stay with your class. Remain Calm	Keep body to self.	Actions with purpose. Eyes on staff

SCHOOL EXPECTATIONS - “PHOENIXES RISE”

AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
School Events	Sit in assigned area Follow staff directions	Celebrate everyone's success! Kind words and actions	Stay in designated area Safe body to self. Keep Walkways Clear	Enter and Exit Calmly Attention On Presenter
Phoenix Nest (F10)	Follow Staff Directions Work in Assigned Areas Keep Areas Organized	Kind words and actions Share Space and Materials	Keep Body to Self Use School Property Appropriately.	Return Items to Proper Location Clean Up After Use Solve Problems
IS @ Home	Use Chromebook Responsibly Attend Online Morning Meeting (Zoom) Complete IS Assignments	Use Kind Words and Actions Focus On Learning Collaborate With Others	Protect Personal Information School-Approved Websites Only Be in a Distraction-Free Work Space	Follow Teacher Directions Treat Devices With Care Do Your Own Work

SCHOOL EXPECTATIONS - “PHOENIXES RISE”

AREA/ SETTING	RESPECTFUL	INCLUSIVE	SAFE	EXCELLENCE
Staff Shared Spaces	Show Dignity and Kindness to All Mindful of Noise and Volume Open Minded	Use Kind Words and Actions Appropriate Conversations Professional Language	Clean Up After Self Follow Health and Fire Code	Respect Personal Property Professional Language Mindful of Other’s Time

CCCS TK-8 Minor/Major Behavior Chart

<i>Please note, these are a few examples but are not limited to other actions/behaviors Actions based on age expected behaviors, severity and Ed Code</i>		
Behavior	Minor (Teacher/Staff Managed)	Major (Office Managed)
Defiance/Disrespect/ Non-Compliance Towards Staff	<ul style="list-style-type: none"> ● Making faces/rolling eyes ● Not Working ● Not Prepared ● Huffing, sighing, etc. ● Cheating/Not telling the truth ● Not participating in group work ● Not staying in assigned area 	<ul style="list-style-type: none"> ● Out of class without permission ● Profanity/Flipping off, etc. ● Inappropriate response to teacher request ● Blatant insubordination/Refusal ● Destruction of property
Disrespect Toward Students	<ul style="list-style-type: none"> ● Arguing ● Low-level peer conflict 	<ul style="list-style-type: none"> ● Harassment ● Bullying ● Cyberbullying ● Escalated Behavior Actions ● Threats of harm (Verbal/Written)
Disruption	<ul style="list-style-type: none"> ● Talking ● Interrupted teaching ● Throwing harmless objects ● Not listening ● Out of seat ● Making noises ● Interrupted learning 	<ul style="list-style-type: none"> ● Screaming/Yelling ● Escalated behavior ● Throwing harmful objects/furniture
Dress Code Violations	<ul style="list-style-type: none"> ● 1st-3rd Offense 	<ul style="list-style-type: none"> ● 4th Offense and Onward
Electronic Devices	<ul style="list-style-type: none"> ● Having phone/device out ● Texting ● Earphones in 	<ul style="list-style-type: none"> ● Use of electronic devices to access inappropriate content. ● Accessing “off limit” areas on computer ● Refusal to give up cell phone/device ● Use of electronic

***Please note, these are a few examples but are not limited to other actions/behaviors
Actions based on age expected behaviors, severity and Ed Code***

Behavior	Minor (Teacher/Staff Managed)	Major (Office Managed)
		devices to engage in cyberbullying. <ul style="list-style-type: none"> ● Inappropriate use of electronic devices to record
Inappropriate Language	<ul style="list-style-type: none"> ● Negative talk ● Name-calling ● Swearing ● Low-level threats 	<ul style="list-style-type: none"> ● Blatant profanity targeted at an individual ● Threats of physical harm to others ● Offensive/Harassing/Racial/Hate Language
Physical Contact	<ul style="list-style-type: none"> ● Poking/Pushing/Tripping that results in little or no harm. ● Horseplay/Wrestling ● Inappropriate touching of others' private body parts. (When age expected per Ed Code) 	<ul style="list-style-type: none"> ● Spitting at a person ● Poking/Pushing/Tripping that results in serious harm. ● Inappropriate displays of affection ● Fighting ● Inappropriate touching of others' private body parts. (When not age-expected per Ed Code)
Possession/Usage of Inappropriate Objects	<ul style="list-style-type: none"> ● Gum, food, candy, etc. ● Usage of toys, games, trading cards inappropriately. 	<ul style="list-style-type: none"> ● Drugs/Alcohol ● Weapons/Look-a-like weapon ● Cigarettes/E-Cigarettes or tobacco products (i.e. lighter) ● Inappropriate pictures

Property Misuse	<ul style="list-style-type: none">● Using furniture inappropriately● Misusing/wasting supplies	<ul style="list-style-type: none">● Vandalism/Defacing property● Stealing
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Interventions and Supports

When students struggle to follow an expectation, we utilize multiple clear, consistent behavior interventions to support student success that include strategies some or all of the following may be used by teachers, staff, and school administrator (s) to support students if they choose to not follow expectations:

- Verbal warnings and re-teaching of the expectations
- Restorative reflections (both verbal and written)
- Teacher directed reset zones
- Temporary change of learning environment
- Phone calls or messages home
- Community Service
- Coaching by staff members

If these interventions fail to adequately support the student in following expectations, or when a major behavior occurs, further steps may be taken with the teacher, school administrator or appropriate team members. Depending on a severity and patterns of behavior pursuant of Ed Code, assertive disciplinary actions may be held. (such as detention, suspension, etc.)

All Students - Universal Expectations upheld by all:

- School wide and class wide - PBIS
- Social Emotional Learning (SEL)
- Class and campus management
- Restorative Reflection/Circles

Select Students - *If student continues to struggle with upholding universal expectations, targeted strategies may include:*

- Check in/Check Out
- Small group social skills or Second Step
- Behavior Contract
- Targeted academic or behavioral instruction
- Restorative Reflection/Circles

Intensive Students - *If student continues to struggle with upholding universal expectations, targeted strategies may include:*

- FBA Based Behavior Plan (Tier 3)
- Individualized Check In/Check out

- Individual Counseling

Dress Code

Dress for Success

Our dress code policy is put in place to ensure a safe, distraction-free learning environment. Do not send your child to school in violation of this dress code. All clothing must be appropriate for school. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students or staff. Students will be asked to change or sent home to change if the dress code is not followed, or parents must bring appropriate attire:

Clothing that displays emblems of any sort, which the school officials, staff, and other students may perceive as inappropriate or in any way distracting is not allowed:

- Obscene, vulgar, racially biased or hate speech/slur, gang-related in color, pattern or affiliation, drug paraphernalia, or weapons-related
- Clothing must cover undergarments and private parts
- Shorts/Pants inseam must cover undergarments and private parts
- Shirts/Tops must cover the midriff, stomach, undergarments and private parts

Bullying Policy and Procedures

See GCC Board Policy: SP 1517 Harassment, Intimidation, Discrimination, and Bullying Policy

STAND UP to Hate and Bullying

In order to create a safe, inclusive, and equitable learning environment for all students, we will all agree to and sign our STAND UP pledge. We will STAND UP by:

- **S**peaking out when we see or hear hate
- **T**alking about how hate hurts our society
- **A**dvocating for others to help end hate
- **N**ever allow hate to go unchallenged
- **D**enounce online hate and report it to an adult
- **U**nite with people who are different from us and learn more about them
- **P**rotect each other by creating a welcoming community

Hate is...

being unkind to others because they are different from you. This can be shown by hostility or aversion towards them and can stem from fear, anger, lack of knowledge,

and more. Hate/Racial speech or comments will not be tolerated at CCCS and appropriate supports/interventions will be enacted to educate the student. If the pattern of behavior continues, further assertive disciplinary action will be taken.

Bullying is...

- Intentional harm-doing
- Happens repeatedly over time
- Verbal: name-calling, threatening, and/or rumors
- Emotional: making faces, isolating others, gestures
- Unequal power (size, ability, popularity, money, clothing)
- Physical: hitting, kicking, pushing, and hitting someone else to hurt someone
- Can be through technology and online (Social Media, Chats, Text Messages, etc.)

Please refer to Appendix F of this handbook for our official district policies regarding bullying.

Social Media Bullying

Schools have a special interest in regulating speech that materially disrupts classwork or involves substantial disorder or invasions of the rights of others. Serious or severe bullying or harassment targeting particular individuals; threats aimed at teachers or other students; the failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; and breaches of school security devices may result in disciplinary action.

Here are some examples of disciplinary actions that can be taken as a result of but aren't limited to:

- A post or comment is linked to or disrupting school activities
- A student who is being targeted is adversely affected, being intimidated, or feels unsafe
- A post made outside of school hours but directly relates to school activities, students, or personnel
- Posting images, content, captions that promote topics including but not limited to hate/violence/racism in relation to school activities, students, or personnel

Suspension or Expulsion Policy

See GCC Board Policy: SP 5144.1 Suspension & Expulsion/Due Process

Suicide Prevention Policies

See GCC Board Policy: SP 5141.52 Suicide Prevention

School Safety Strategies

Emergency Preparedness & Organization

Incident Command System

Gateway Community Charters (GCC) Management Structure:

An emergency requires constant management. The GCC Central Office will function as the Emergency Operations Center (EOC) unless it is deemed unsafe, in that instance, an alternative location will be determined and communicated. The Superintendent or designee shall manage the EOC at all times.

The Superintendent shall establish and maintain an emergency organization structure, which may be activated in case of disasters or other emergencies. Changes in the structure may be made by the Superintendent to satisfy specific situation requirements.

The Gateway Community Charters emergency organization shall consist of:

Incident Commander

- Overall management of the School Sites at all times
- Establishes command post
- Establishes and maintains the Incident Command System (ICS)
- Establishes communication between the schools and the Central Office EOC using appropriate forms of communication (phone tree, cell phones, emergency phones, etc.)
- Directs and coordinates communication between appropriate emergency and Central Office personnel

- Directs each principal to prepare and publish plans for his or her school on procedures for emergency or disaster situations using site based ICS
- Requires that prescribed training and disaster plans are implemented
- Requires that schools and Central Office maintain first aid equipment and other emergency supplies
- Informs the public, particularly the parents of enrolled pupils, about the Gateway Community Charters emergency program, and their responsibilities and participation in the plan

Operations Chief

- Establish a structure for medical and counseling support for a crisis
- Coordinate and oversee all Site Counselors, medical care and supplies distribution in coordination with Logistics to school sites
- Allocate appropriate crisis counseling support
- Provide recommendations to the Incident Commander, and carry out assignment of the Incident Commander.

Planning Chief

- Plans for safe storage of School Site records
 - Establishes a system for uniform planning and documentation in an emergency • Establishes donation and memorial activities
- Obtains and validates information gathering
- Establishes a Student and Personnel Accounting and Release plan
- Provide a parent and employee “hotline.”
- Provide and monitor media requests and flow of information (routed to the IC)
- Document volunteer response to school sites
 - Makes sure that the response is being fully documented – for legal and financial reasons
 - Constantly assesses the situation, adjusts the plan to meet the changing situation

- Provides finance reporting and record keeping
- Provide recommendations to the Incident Commander, and carry out assignments of the Incident Commander.

Logistics Chief

- Keeps the Superintendent (Incident Commander) apprised of logistical needs and allocations
- Logistics Chief can also perform the positions of Public Information Officer (PIO) or Liaison when designated persons are not available
- Provides a Web Master and Technology support team
- Maintains and coordinates the operation of the Emergency Communications
- Establishes radio contact with all Site facilitates
- Manages site resources (i.e. radios, food, water)
- Provides damage assessment reports on all sites
- Provide recommendations to the Incident Commander, and carry out assignments of the Incident Commander.

School Site Emergency Disaster Assignments:

The School Site level emergency disaster assignments are established at each site. Each school administrator shall be responsible for designating an alternate to act in his/her capacity in the event of his/her absence during an emergency or disaster.

School Site Assignments:

Incident Commander: Matthew Rhyne,

Principal Operations Chief: Andrea Flores, Office Manager

Planning Chief: TBD

Logistics Chief: Suraj Raj

CATAPULT

Section: Emergency Communications and Notification

The school utilizes the CatapultEMS platform as its primary emergency management and communication system. This system provides a centralized, cloud-based solution for all aspects of emergency response, from initial alerts to post-incident reunification. CatapultEMS will be used to:

- **Initiate Emergency Alerts:** In the event of a school-based emergency, designated school safety team members will use CatapultEMS to immediately initiate alerts. This will trigger automated messages via text, email, and phone calls to all staff, district administrators, and local first responders.
- **Provide Clear, Action-Based Directives:** Alerts will follow the Standard Response Protocol (SRP) (e.g., Lockdown, Secure, Shelter, Evacuate, Hold) to provide clear and consistent instructions to all staff and students.
- **Facilitate Two-Way Communication:** CatapultEMS enables secure, real-time two-way communication between staff, school administrators, and first responders. This allows for critical updates and information to be exchanged without relying on traditional communication methods that may be unreliable during a crisis.
- **Automate Parent and Community Notifications:** The system will be used to send out mass notifications to parents and the community, providing timely, approved updates about the situation, and guiding them through reunification procedures if necessary.

Section: Student and Staff Accountability

During an emergency, the safety and well-being of every student and staff member is our top priority. The CatapultEMS system will be used to ensure an accurate and real-time accounting of all individuals on campus.

- **Real-Time Student Accountability:** Teachers and staff will use the CatapultEMS app to account for students in their care by marking them as "Safe," "Needs Assistance," or "Absent." This feature is integrated with our Student Information System (SIS) to ensure student rosters are always up-to-date.
- **Staff Location and Status Check-Ins:** All staff members are required to check in and report their location and status within the CatapultEMS system when an alert is initiated. This provides a virtual, real-time snapshot of the entire campus for the safety team and first responders.
- **Digital Emergency Procedures Manuals and Resources:** Staff will have immediate digital access to emergency plans, evacuation maps, and pre-approved public statements directly through the CatapultEMS app, ensuring they have the information they need to respond effectively.

Section: Emergency Reunification

In the event of an evacuation or school-wide emergency, the school will follow the Standard Reunification Method (SRM), facilitated by the CatapultEMS system.

- **Streamlined Reunification Process:** CatapultEMS streamlines the reunification process by providing a secure, digital method for tracking students as they are released to their

approved guardians.

- **Guardian Identity Verification:** The system allows staff to quickly verify the identity of the person picking up a student and confirms they are on the student's emergency contact list.
- **Detailed Logging:** All reunification actions, including timestamps and the names of the individuals involved, are automatically logged within the system, creating a clear and legally defensible record for post-incident analysis.

Section: Threat and Incident Reporting

The school is committed to a proactive approach to safety. CatapultEMS includes tools for anonymous threat reporting, allowing us to address potential issues before they escalate into emergencies.

- **Anonymous Reporting:** Students, parents, staff, and community members can submit anonymous tips and threat reports through the school's website or other designated channels.
- **Immediate Notification to Safety Team:** Once a report is submitted, CatapultEMS instantly alerts the designated school safety team via text and email, ensuring that every tip receives immediate attention and is properly investigated.
- **Comprehensive Documentation:** The system automatically documents all communication and updates related to a reported incident, providing a centralized record for the school and any collaborating agencies.

Section: Drills and Training

The effectiveness of our emergency response depends on consistent practice and training. CatapultEMS will be utilized to enhance our drill management.

- **Drill Management and Reporting:** CatapultEMS's drill management feature allows us to conduct realistic, scenario-based drills and generate summary reports to analyze our response times and identify areas for improvement.
- **Training and Onboarding:** All staff will receive initial and ongoing training on the CatapultEMS system to ensure they are proficient in its use during a real emergency.

Responsibilities, Duties and Actions for ICS

LEGAL RESPONSIBILITIES OF DISTRICT EMPLOYEES:

All GCC employees by operation of law are declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors to mitigate the effects of disaster. (Government Code, Title 1, Division 4, Chapter 8, Section 3100)

DECLARED EMERGENCY DURING SCHOOL DAY:

In the event of a major disaster, school will not be dismissed, and students will remain under the supervision of school authorities.

If during the school day, the Superintendent or designee declares an all GCC emergency, all GCC personnel become disaster service workers and are assigned to their usually designated supervisor under the direction of the GCC Emergency Command Center Director, Incident Commander (Superintendent). In the absence of orders from the Incident Commander, the School Site Incident Commander (Principal) is authorized and directed to implement necessary action as outlined in the Site Emergency Plan and the District Emergency Preparedness Plan.

UNDECLARED EMERGENCY AT ANY TIME:

All public employees could be impressed into service by City or County offices of emergency services. In that case, the GCC Superintendent would be directed to secure District employees to open and work at the designated mass care centers. In the absence of a declared emergency, and at the site of any emergency, District personnel shall act responsibly and with common sense to provide immediate relief. Personnel shall be familiar with the Incident Command System.

ACTION: "SHELTER-IN PLACE" ()

WARNING: the warning for the use of a SHELTER-IN-PLACE will be given over the PA and/or bell warning for 30 seconds, or face-to-face, text, or call warning. The Principal, Campus Incident Commander, gives this warning.

“SHELTER-IN-PLACE” consists of bringing students into the classroom, assembling in the “Safe Corner”, and holding them in the classroom pending further instruction.

DO NOT leave room until “All Clear” direction notice is given from the Principal, Campus Incident Commander, in person. Additional direction will be given through the PA system, Catapult, text or call. The “All Clear” signal will be Code 9

ACTION: “LOCKDOWN” (CODE RED)

WARNING: The warning for the use of a “LOCKDOWN” will be given over school PA system, text or face-to-face warning.

Action “LOCKDOWN” consists of:

- Lockdown of building and classrooms doors
- Close curtains and blinds if class is equipped with them
- Turn off lights
- Barricade door and quietly assemble in the “Safe Corner.”
- If classes are not in session (lunch, break, or student are on fields during PE) they are to run in the opposite direction of the incident to a place of safety (off campus if necessary). If students are on the blacktop, they will take shelter in storage room.

DO NOT leave room until “All Clear” direction notice is given from the Principal, Campus Incident Commander, in person. Additional direction will be given through the PA system, Catapult, text or call. The “All Clear” signal will be Code 9

Action “LOCKDOWN” is appropriate for, but not limited to, the following:

- A violent intruder on campus
- Sniper
- Shooting
- Hostage situation
- Riot

- This could include transporting students and staff by school buses, cars, or other means to an area of safety.

Action: "EVACUATE SITE" is considered appropriate only when directed by the Principal, Campus Incident Commander, Superintendent, GCC Incident Commander, or designee. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical and biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Specific Man Made Emergency (shooting, fire, etc.)

The off-site evacuation location for Community Collaborative Charter School TK-8 will be F.C. Joyce field.

Site Safety Committee & Meeting Schedule

Matthew Rhyne - Principal

Andrea Flores - Site Manager

TBD - Administrative Assistant

GCC Safety Committee is scheduled to meet quarterly on the following dates: 8/27/25; 11/5/25; 02/4/26 and 05/6/26.

Campus Safety & Security

CCCS TK-8 is a closed campus. Visitors must enter at Gate 2, ring the callbox on Stephen Drive prior to entry.

All visitors must report to the front office to sign in. If visiting, front office staff will verify identification and give a visitor's badge.

All late arrivals must use the callbox at Gate 2 and report to the front office for a late slip.

Early dismissals must check in the front office. Parents/Guardians must sign students out for early dismissal.

Entrance - Student arrival: Students may enter at Gate 1 and 2 on Stephen Drive.

Exit: Students may exit at the end of the school day from Gate 1, Gate 2, Gate 3, or Gate 4 (Bolivar).

Late pickups: Students will wait in the front office. Staff will contact parents/guardians. Students will be picked up from the office.

Emergency Notification System

Gateway Community Charters uses the Catapult EMS system for emergency notifications across the organization. Each site will have their Safety Team assigned to the system. Catapult EMS will be used in real time communications with site and organization staff for lockdowns, shelter in place, and evacuations.

School Safety Training & Drills

Emergency Procedures

See GCC Comprehensive School Safety Plan pp. 37-44

Emergency Maps

[Insert site maps, fire evacuation, reunification map, refuge map]

School Safety Training & Drills

Exercise and Drill Schedule

Type / Objective	Person Responsible	Date	Time
Lockdown			
Multi-option Response			
Drop-Cover-Hold			
Shelter-in-place			
Evacuation			
Reverse Evacuation			
Reunification			

Annual Data on Safety Drills

GCC will annually collect data pertaining to drills conducted at school sites.

Data may include drill type, frequency, training, impact, notifications, participants, problems, and improvement strategies.

Lost Child Prevention

All staff will be trained on procedures and any volunteer or parent/guardian is bound by this protocol as well. These rules and regulations are designed to maintain the highest safety level possible for students, parents/guardians and staff.

o Attendance is taken daily upon arrival.

o Procedures on how attendance will be taken:

§ Classroom teachers will take and record attendance daily including absences or lateness of each child on their roster on the Student Attendance Record at the start of each day. If the reason for a child's absence is known, teacher will indicate reasons for absence on the back of the card.

o Procedures for reporting attendance:

§ Unknown/unexcused reasons for absences will be reported to front office staff by email and followed up by a phone call to the family as soon as reasonably possible.

o Procedures to accommodate pupils arriving or leaving at times other than routine arrival and departure times:

§ Students must sign in upon late arrival and parents must sign the child out upon early dismissal on the Child Sign In/Out Log [binder located at front reception desk].

§ Staff member will let the classroom staff that they are dropping off a late arrival ensuring classroom staff is aware of the child's attendance.

§ No child can be released to any person other than his or her parent, a person(s) currently designated in writing by such parent to receive the child, or another person authorized by law to take custody of a child.

Classroom staff will maintain accountability for children throughout the day, taking periodic attendance with specific attention to changes in activity, location, periods of outdoor play and the use of bathroom facilities with periodic head counts.

Staff is provided with attendance policy and procedures upon hire and made aware of any revisions in writing.

Lost Child Procedures

Immediately upon discovery of missing child:

- o Alert school administrator. The administrator will contact GCC.
- o Child search will be initiated by all available staff.

If child is lost in the school:

- o Initiate a Lockdown to quickly search all bathrooms, closets, room corners etc. and ensure all exits, doors and activities are halted.
- o If the child is not found after five minutes, call 911 and search security footage.
- o Admin will notify parents.

If child is lost outside of the school premises:

- o Search immediate surroundings, if the child is not found within five minutes, call 911 or School Resource Officer.
- o Take attendance of remaining students to be sure no other students are missing.
- o Areas and parameters of the search and the duration of the search will be determined by the principal/staff member in charge.
- o While child search is conducted by the available staff.
- o Admin will notify parents.

Once the Child has been Located

- o A written report of the incident will be maintained for investigation and reporting to proper agencies. All written documentation must be completed within 12 hours of the incident.

o The site will investigate what may have occurred and determine if there is further cause for concern for future prevention.