

Citrus Elementary School

Safe School Plan
2026-27

Plan Approval Date: 10/8/26

Planning Committee Members:

Safety Team Members Signature Page:

Title	Name	Signature	Date
School Principal	Shanon Payne		
Teacher In Charge	Kelly Fellner		
Social Worker	Mary Clare Edwards		
Teacher	Kylie Herman		
School Office Manager	Laura Porter		
Custodian	Neithn Gutierrez		
Counselor	Emilia Boyle		
Assistant Principal	Gloria Godinez		

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Section 1: Incident Response Team, Disaster Procedures, Supervision Detail, Egress and Ingress

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System.

Citrus Elementary School Incident Response Team 2026-27

Title	Name
Incident Coordinator	Shanon Payne
Incident Coordinator Assistant	Kelly Fellner
Scribe(s)	Monica Cardenas
Operations/Logistics	Laura Porter
Operations/Logistics Assistant	Gloria Godinez
Safety	Kylie Herman
Liaison/Intelligence	Emilia Valdez
Liaison/Intelligence Assistant	Chico PD
Public Information	District Office Personnel

Responsibilities of Incident Coordinator: Shanon Payne

- Notify 9-1-1 and district office
- Take proactive action to stabilize the scene.
- Assess potential danger and unsafe conditions.
- Assume command; select and establish appropriate command post.
- Establish communication with appropriate officials to determine specifics of location and threat level.
- Classify threat level: Brief incident personnel.
- Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.
- Supervise and direct the activities of all personnel.
- Provide regular updates of the scope and size of the incident to Incident Command personnel.
- Work with District Personnel to approve the release of all information to the news media.
- Refer pertinent information to Operations/Logistics.
- De-escalate process: Coordinate reports to all Incident Command personnel.
- Set objectives and approve plans for return to normal operations.
- Complete activity log, and after-incident reports for school debriefing.
- Prepare plan of incident for debriefing.

Responsibilities of Incident Coordinator/Assistant(s): Kelly Fellner

- Communicate to staff as directed by the Incident Coordinator.
- Identify responding agencies to determine locations of all assisting personnel.
- Continually update incident action plans.
- Maintain activity logs, and complete after-incident reports.

Responsibilities of Scribe(s): Monica Cardenas

- Maintain ongoing command post journal.
- Maintain and display an updated map of the incident location and response.
- Update minutes from briefings.

Responsibilities of Operations/Logistics: Laura Porter

- Work with responding agencies.
- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish staging area for resource delivery.
- Maintain an activity log, and prepare after-activity reports for debriefing.
- Request resources with Public Information/district office and supporting agencies.
- Inform Incident Coordinator of resources being deployed.

Responsibilities of Operations/Logistics Assistant: Gloria Godinez

- Maintain a visible chart of resources requested.
- Maintain staging area, and staging personnel.
- Establish and maintain communications between staging area and Operations/Logistics.
- Maintain a log of the agencies deployed, and the location of safety personnel

Responsibilities of Safety/Logistics: Kylie Herman

- Coordinate escort of students to guardians.
- Maintain log of students remanded to guardians.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Maintain a safe and clear entrance and exit to site.

Responsibilities of Liaison/Intelligence: Emilia Valdez

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.
- Maintain contact with responding agencies, and locations of assisting personnel.

Responsibilities of Public Information: District Office Personnel

- Prepare information summary on media coverage for command post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meetings between news media and incident personnel as directed by the Incident Coordinator.
- Obtain copies of all media released and post them in the command post for review.

QUICK ACTION GUIDE

CATAPULT EMS ALERTS & EMERGENCY RESPONSE GUIDE



July 2023



CatapultEMS

Emergency Management System

CAUTION ALERT

..... **NO Action required** by Staff.
Information given only as a precaution.

ACTION ALERT

..... **Action required** by Staff.

ACTION ALERT OPTIONS

CUSD HOLD



NO unsupervised movement outside of the buildings by students.

POLICE INITIATED SECURE



NO movement for students or staff outside of the buildings.

LOCKDOWN / BARRICADE



IMMEDIATE THREAT ON CAMPUS.

EVACUATE



Students and staff must immediately vacate the building utilizing the fire drill evacuation map.

EMS ALERTS AT A GLANCE

CAUTION ALERT

CAUTION ALERT

..... **NO Action required by Staff.**

.....

EXAMPLES

- *Nearby accident causing traffic delays*
- *Unsafe tree nearby*
- *Emergency in neighboring town*

- Information is given as a precaution.
- Lights can remain on.
- Normal classroom activities may continue inside and outside the classroom.

CAUTION

CUSD HOLD ALERT



CUSD HOLD

EXAMPLES

- *Out of control Parent or Student*
- *Medical situation on campus*
- *Stray/wild animal*

NO unsupervised movement outside of the buildings by students.

- Clear the hallways and remain in your room.
- If appropriate, return to classroom or closest building.
- Lock doors.
- Keep curtains/windows closed.
- Lights can remain on.
- Normal classroom activities may continue inside the classroom.
- **COMMUNICATE via CatapultEMS**



CUSD HOLD

POLICE INITIATED SECURE



POLICE INITIATED SECURE

.....

EXAMPLES

- *Nearby police chase*
- *Nearby hostage situation*
- *Suspicious activity in the area*

..... **NO movement for students or staff** outside of the buildings.

- Precautionary secure per Chico PD/law enforcement.
- Lock doors.
- Keep curtains/windows closed.
- Lights can remain on.
- Normal classroom activities may continue inside the classroom.
- **COMMUNICATE via CatapultEMS**



POLICE INITIATED SECURE

LOCKDOWN / BARRICADE



LOCKDOWN / BARRICADE

.....

EXAMPLES

- *Suspected fugitive in surrounding area*
- *Irate visitor threatening to harm others*
- *Shots heard or fired**

..... IMMEDIATE THREAT ON CAMPUS

- Lockdown/Barricade
 - LOCK Doors.
 - LIGHTS OFF.
 - CLOSE Curtains/Windows.
 - TAKE ROLL via Catapult EMS.
- *Active Shooter—shots heard or fired
 - Run, Hide, Fight

During ANY event, COMMUNICATE via CatapultEMS.



LOCKDOWN / BARRICADE

EVACUATE



EVACUATE

EXAMPLES

- *Fire/Explosive*
- *Bomb Threat*
- *Evacuation after Earthquake*

Students and staff must immediately vacate the building

- Evacuate utilizing the Fire Drill Evacuation Map.
- Once safe, TAKE ROLL via CatapultEMS.
- Site administrators will issue an all clear when conditions are safe for returning to buildings.
- All staff are to stay with students until all students have been released.
- If the evacuation site is determined unsafe, additional instructions will be communicated via CatapultEMS.
- COMMUNICATE via CatapultEMS if you need assistance.



EVACUATE

EARTHQUAKE - ACTION

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedures:

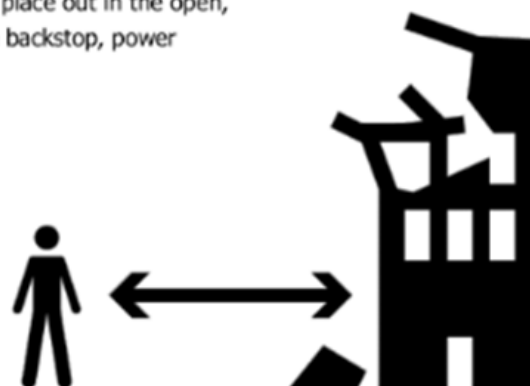
INSIDE SCHOOL BUILDING

- The teacher or person in authority implements action: **DUCK, COVER, HOLD.**
- All students and staff should immediately turn away from glass areas and place themselves under tables and desks.
- Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures.
- When the earthquake is over, initiate EVACUATION—giving special consideration to exit routes to ensure safety. Take roll via Catapult EMS.
- If necessary, render first aid.



OUTSIDE SCHOOL BUILDING

- The teacher or person in authority directs students to safe place out in the open, away from any potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.).
- Stay there until the earthquake is over.
- Take roll via Catapult EMS.
- As buildings may be damaged, wait until ALL CLEAR signal from Site Administrator before returning to classroom.
- If necessary, render first aid.



EARTHQUAKE

FIRE / EXPLOSION - ACTION

FIRE

1. Sound the school fire alarm.
2. Launch Evacuation in Catapult EMS.
2. All staff should stay inside classrooms/offices (unless you smell smoke or see flames) until the Site Administrator announces, "This is an evacuation" over the PA system.
3. Once the evacuation order is given, teachers and staff will:
 - Clear room(s) of students.
 - Lock doors and windows.
 - Bring attendance/student related documents.
 - Escort students to designated area and conduct roll call via Catapult EMS.
 - Maintain control of students at a safe distance from fire, fire personnel and equipment.
 - If necessary, render first aid.
4. Return to buildings only when the ALL CLEAR signal is given.



EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should **drop** and **cover**.
2. **Evaluate** the situation and decide on necessary actions (e.g., evacuation).
3. **Inform** the office of the situation as quickly and calmly as possible.
4. **Render** first aid if necessary.
5. **Wait** for instructions from Site Administrator via Catapult EMS.

FIRE / EXPLOSION

Armed Assailant Drills - ED Code 32282 (a)(2)(K)

Citrus Elementary School utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes Caution Alert and Action Alert (including lockdown) drills, focusing on:

- Locking doors
- Covering windows
- Identifying safe areas
- Testing communication systems

High-Intensity Drills

Citrus Elementary School does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance (e.g., throwing objects, swarming)
- Use of real weapons, blanks, or explosions

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, Citrus Elementary School ensures:

- Drills are age-appropriate and developed with guidance from school-based mental health professionals.
- Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
- Parents and guardians can opt out.
- Drills are announced immediately before and after completion.
- Notification is sent to parents.

Sudden Cardiac Arrest – ED Code 32282 (a)(2)(M)

In the event of an unresponsive individual:

1. Staff will notify the front office to call 9-1-1 immediately.
2. The front office will:
 - Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).
 - Announce a school-wide emergency “Caution Alert” message with the emergency details.
 - Direct staff to meet and guide emergency personnel.
 - Notify the school site administrator.
3. Administrators will:
 - Clear the area of additional students.
 - Ensure emergency personnel have clear access.
 - Notify the parents if the unresponsive individual is a student.

AED Availability

One of Citrus Elementary School’s AEDs is in the main office in a non-lockable, visible wall-mounted case with a sign mounted above the case that reads “AED.” Some schools have additional AEDs. Annually, the principal informs students in grades 6-12 of the AED’s location. The AED complies with CUSD BP and AR 5141, and CUSD AR 6145.2.

CPR and AED Training

The Chico Unified School District's training meets the current standards set by the American Heart Association. If CPR/AED training is not mandated as part of the employee’s job description, the training will be optional.

Chico Unified School District
Emergency Procedures for Students with Disabilities

1. Procedures for students with disabilities will be updated at the beginning of the year for emergency situations, such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan will be addressed through the individual Health Care Plan and will accommodate each student who requires additional assistance due to a disability.

This includes students with physical impairments who may require:

- a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Plans will identify required support staff that will be designated as specialized assistants during times of emergency.
 4. The School Site Administrator is responsible for:
 - identifying all students who require additional assistance
 - working with the designated certificated staff and support staff to ensure that coverage and a plan is completed for identified students.
 5. Individual Emergency Procedures Plan, as part of the Individual Health Care Plan will be updated yearly for each student with disabilities with specialized needs. A copy of the plan will be maintained in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials

Off-campus Evacuation & Reunification

Staff must follow the Quick Action Guide Evacuation Procedures when off-campus evacuation is necessary.

School Name: Citrus Elementary School

Primary Off-campus Evacuation Site: Enloe Hospital Park Area

Evacuation Site Address: 1531 Esplanade Ave.

If the emergency requires more distance from the school, the evacuation/reunification will take place in a separate location and students will be transported by Chico Unified School District buses/passenger vans.

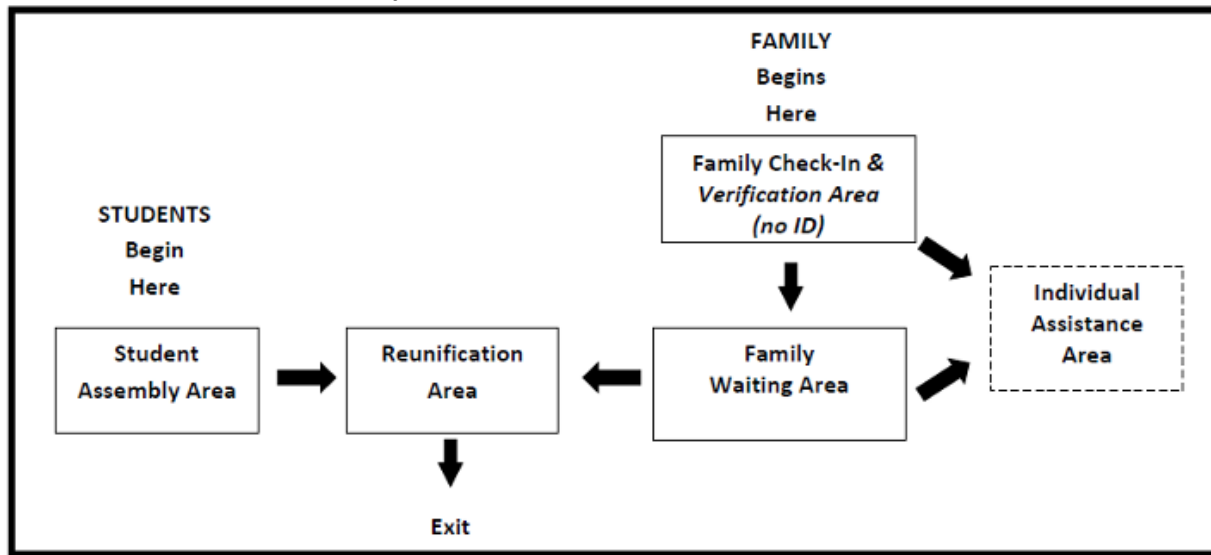
District administrators will work with local law enforcement to confirm the location for reunification.

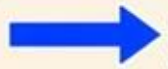
Reunification Procedures

Three (3) distinct areas will be established at the reunification site.

- **Student staging** - place where students are held until a parent/guardian arrives for pick up. Counseling services should be available in a separate, private area when needed.
- **Identification verification** - outside of view of the student staging area and the public view. Records of emergency information must be available at this location for verification purposes. The parent/guardian must show photo identification.
- **Student pickup** - location where student/parent reunification occurs and family is released.

Release Process Flow Chart Example





EVACUATION ROUTE

Citrus Elementary School
to Enloe Health Park

Distance: ~0.6 miles

Estimated Time: 2-3 minutes
(walking or driving)



Enloe Medical
Center



Enloe
Health Park

W SIXTH AVE

W FIFTH AVE

ARCADIAN AVE

W FOURTH AVE

W THIRD AVE

CITRUS AVE

MANGROVE AVE

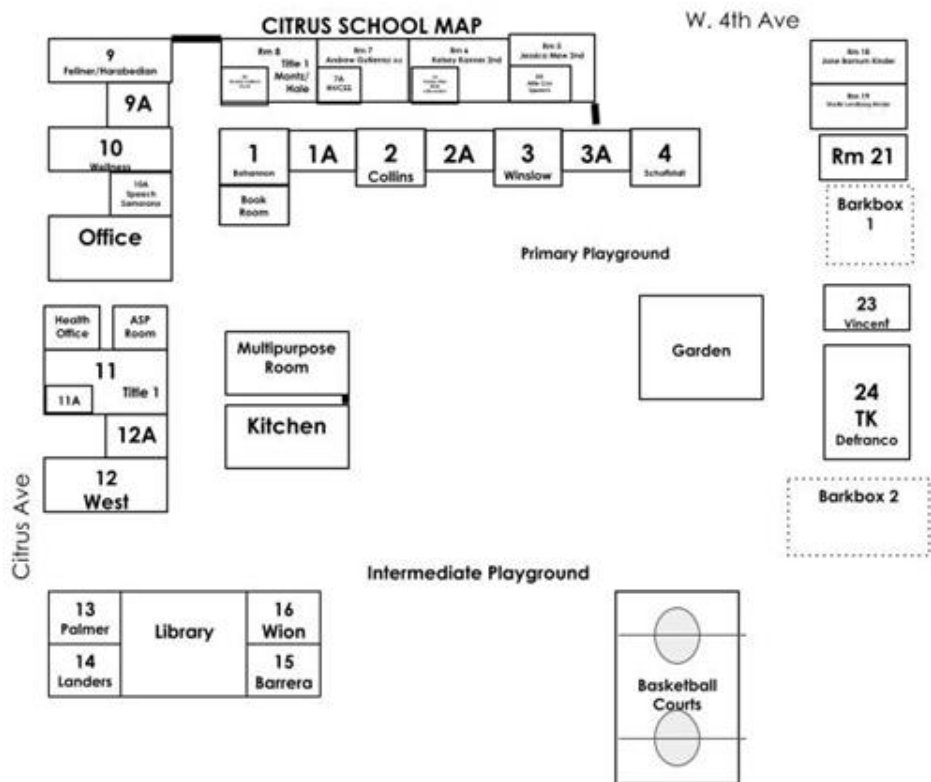
HOBART ST



Citrus
Elementary
School

Section 2: School Safety Maps/Egress and Ingress

School Map



Emergency and Evacuation Map

CITRUS SCHOOL FIRE DRILL INSTRUCTIONS

FIRE ALARM SIGNAL: Sustained fire horn blast.

CLASSROOM PROCEDURE:

Students are to move quickly and quietly from their seats through the classroom door nearest the outside exit door.

Students will single file through the outside exit, moving to a pre-determined holding area away from the building area. (Always use the same area.)

Teachers will station themselves by the classroom door, making certain room is cleared of pupils and classroom doors are shut before leaving. They will take roll in line.

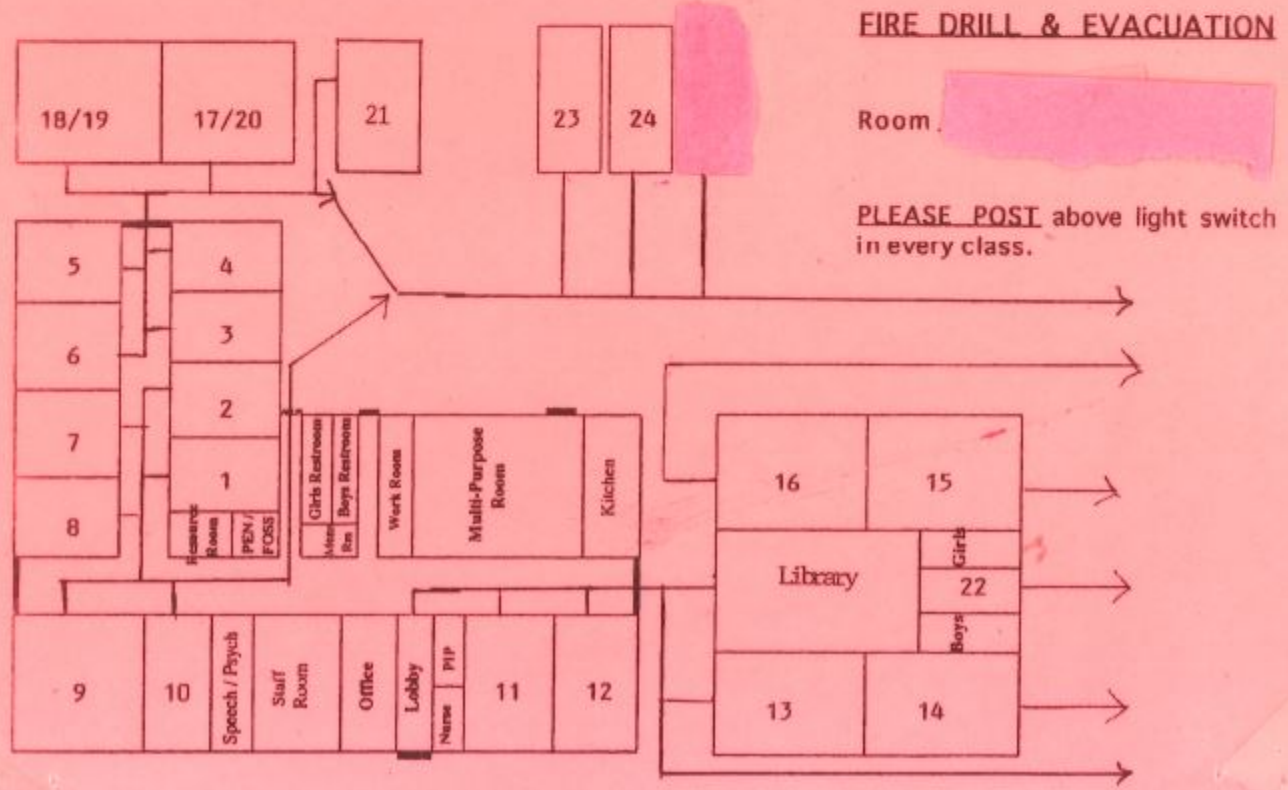
NO TALKING OR RUNNING AT ANY TIME DURING EVACUATION!

If alarm sounds during recess or lunch, all children should line up at the pre-designated spot.

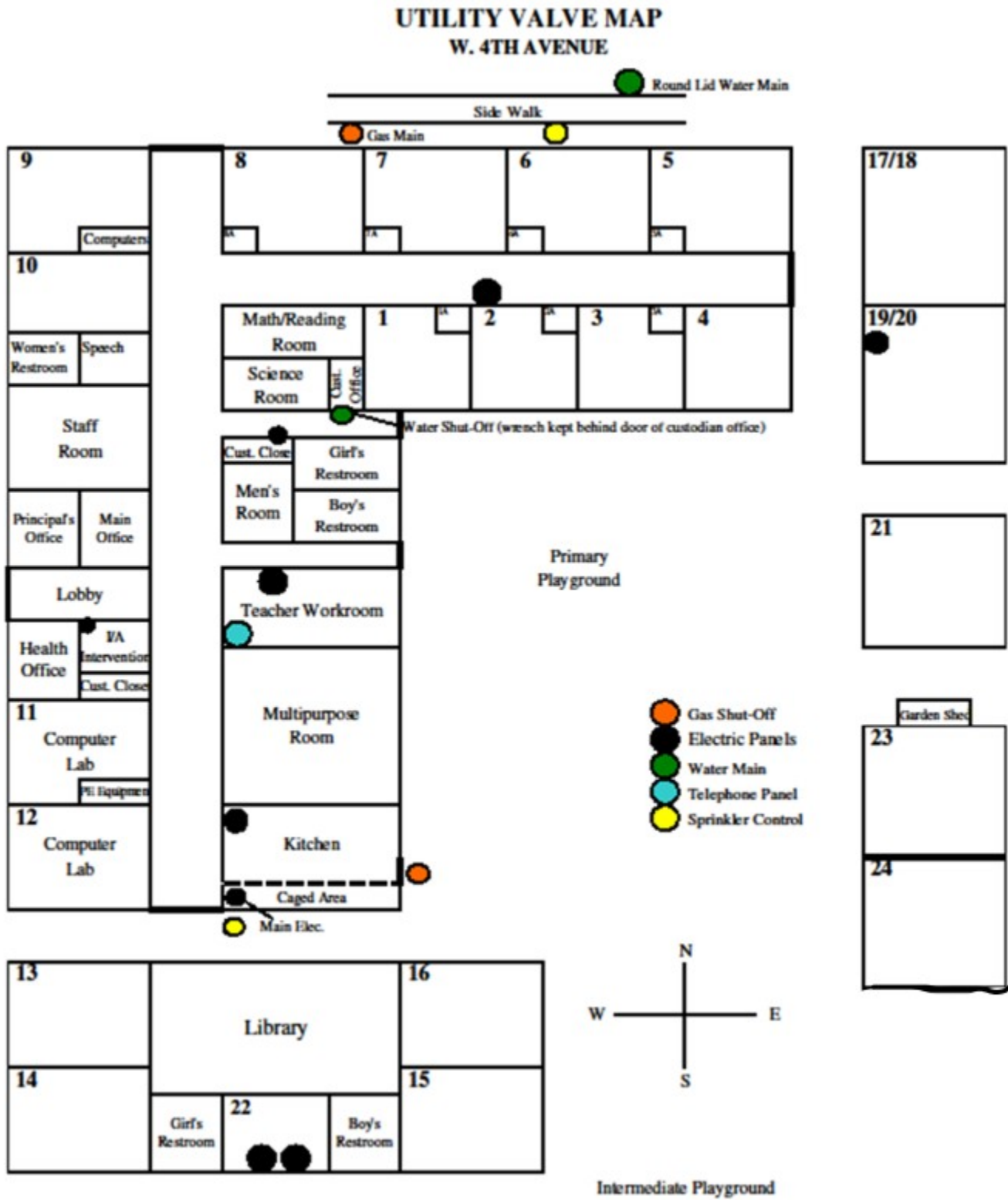
Custodian will check all rest room areas to make certain there are no students remaining there.

ALL CLEAR: Signal will be sounded by 1 long bell on the regular bell system. Classes will return to the building at this time.

NOTE: Refer to the school map below for the proper exit procedure.



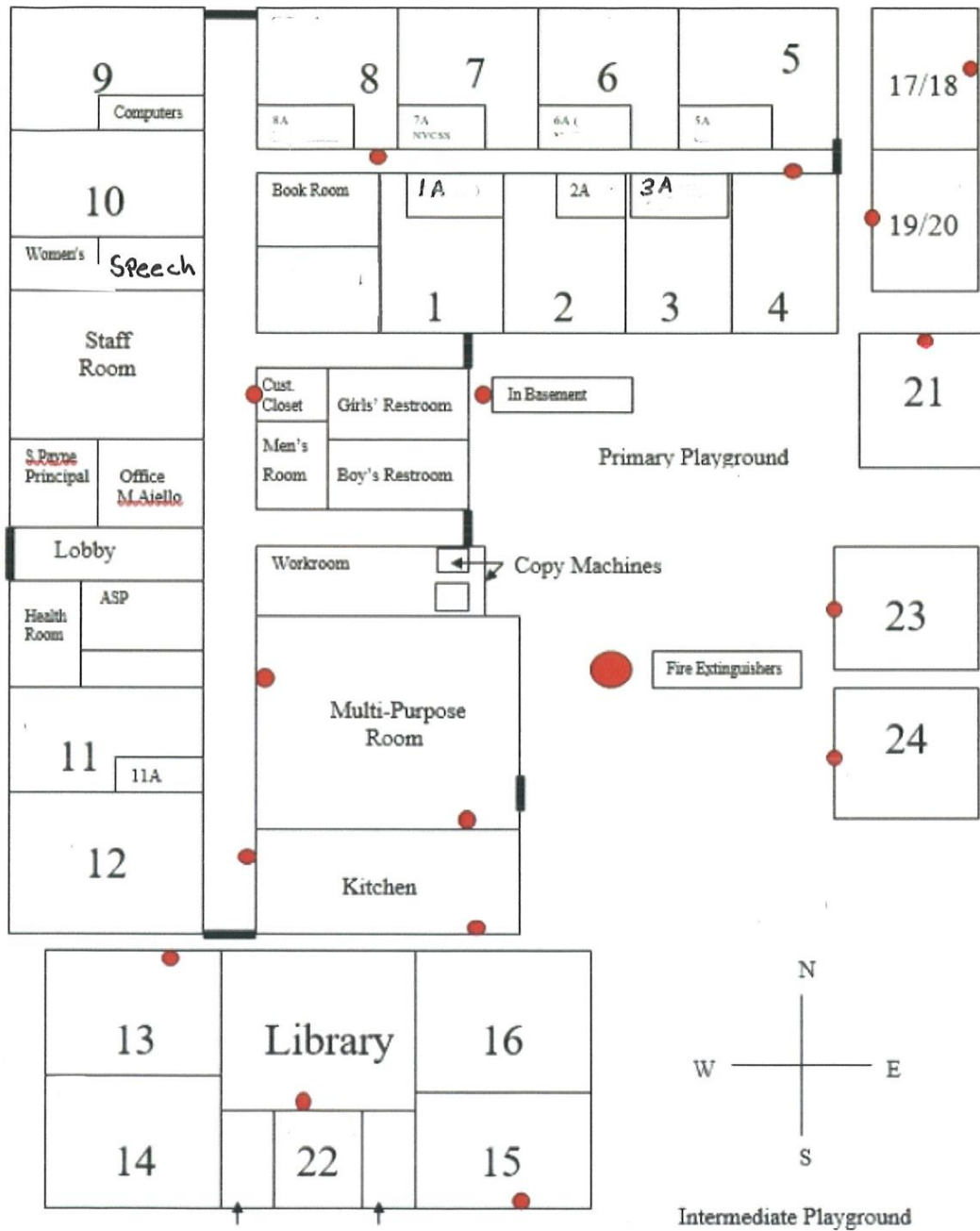
Utility Shut-Off Map



Fire Extinguisher Map

CITRUS SCHOOL MAP

W. 4TH AVENUE



Teacher Room Number

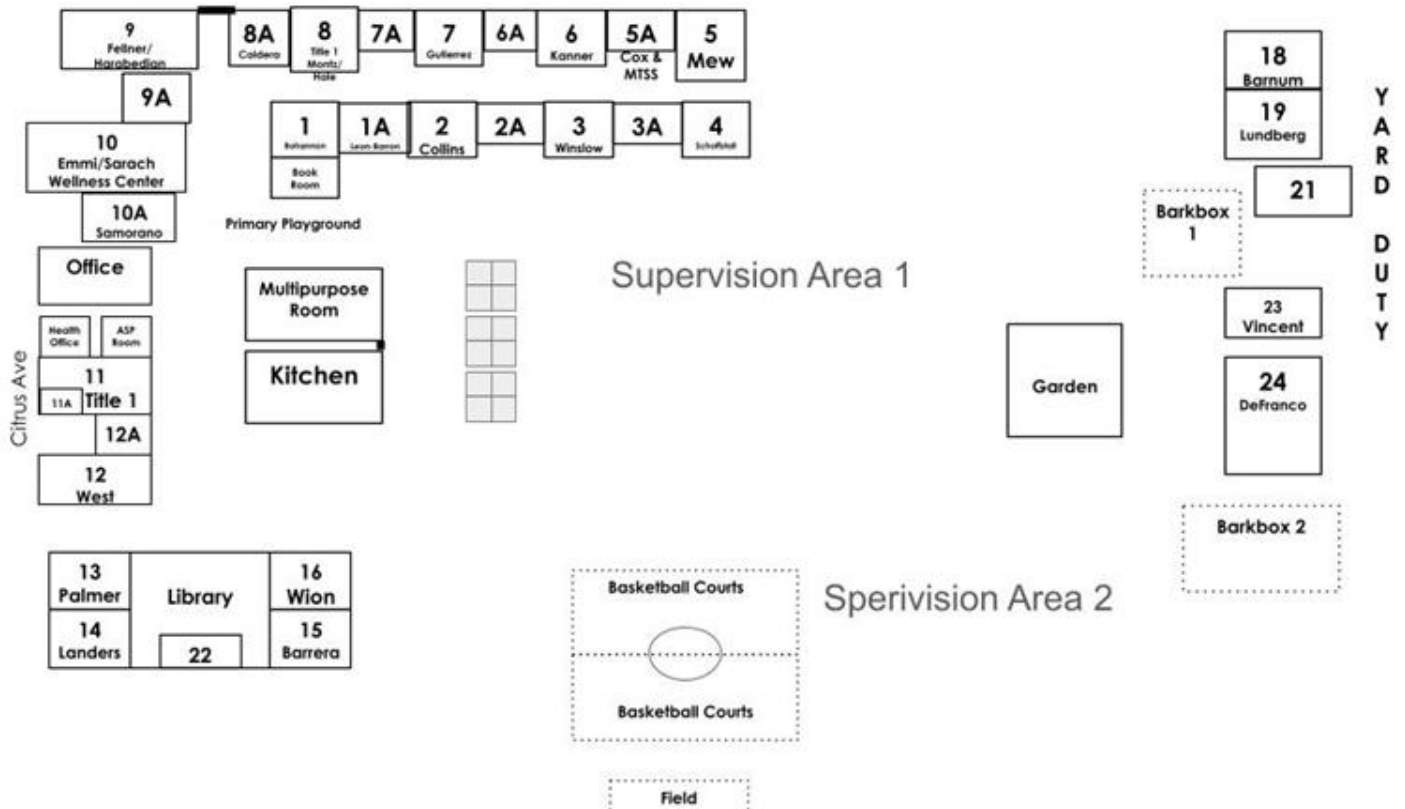
2026-2027 Citrus Staff Directory

Phone : 891-3107 Fax: 891-3180

Room	Grade	Teacher	Ext.	Room	Staff	Ext
24	TK	Willow DeFranco	56262	Office Principal	Shanon Payne	56111
18	K	Jane Barnum	56120	Assistant Principal	Gloria Amundson	60188
19	K	Shelbi Lundberg	56121	Office Mgr.	Laura Porter	56110
1	1	Stephanie Bohannon	56122	Attendance	Monica Cardenas	56112
2	1	Bonnie Collins	56123			
4	2	Maegan Schoffstall	56127	Health Aide	Kara Pittenger	56161
5	2	Jessica Mew	56267	Nurse 345-4918	Angie Solecki	40106
6	2	Kelsey Kanner	56126			
3	3	Melanie Winslow	56139	BR Mary Clare Edwards		56157
7	3	Andrew Gutierrez	56129	6A Speech	Alison Cox	56299
12	3	Haley West	56159	10B Speech	Becky Samorano	56153
14	4	Rebecca Landers	56130	10A Librarian	Gina Levebvre	56150
13	4	Jim Palmer	56131	4A TCM	Jessica Alonso	56168
15	5	Kristin Barrera	56158	8A Psychologist	Norelia Caldera	56146
16	5	Nathaniel Wion	56133	6A Counselor	Emilia Valdez	56162
9	M/M	Kelly Fellner	56134	10 Sarah Sautner		
9	M/M	Jade Harabedian	42124	1A Blue Jacket	Stephanie Leon Barron	56212
9	IA	Debbie Bhojak	56135	2A Support Staff	Kylie Herman	56205
23	M/M	Zinnia Vincent	56203	Reading Pals	Terri Emonds	
11	Title 1	Jen Shewey	56167			
11	Title 1	Megan Hernandez	56143	Kitchen Manager	Angie Haynes	20735
11	Title 1	Jen Shewey	56167			
8	Title 1/MTSS	Leah Montz/ Kaylee Hale	55127	Senior Custodian	Neithn Gutierrez	56164
PE. Specialist		Dylan Wakefield		PM Custodian	Rocio Rodriguez	
Fine Arts		K. Denisi				
		A. Pasilla		Citrus Staff Room		56200
Band/Music		Athena Ciriani	56151			
ASP Coordinator		Emily Beatty	321-3656			
ASP Assistant		Victor Compenero				
de/front desk		Amy Shonk				

8/6/26

Supervision Map(s)



Section 3: Staff Information

All School Staff Contact Information

All now done through the EMS system: www.catapultems.com

Staff Phone Tree

All now done through the EMS system: www.catapultems.com

Extensions By Staff/Room

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ASP Assistant		Victor Compenero				
de/front desk		Amy Shonk				

8/6/26



Citrus School 2026/2027

Daily Class Schedule

Citrus Phone # 891-3107

TRANSITIONAL KINDERGARTEN (TK)

8:15-9:05	Class (50 mins.)
9:05-9:25	Recess (20 mins.)
9:25-10:50	Class (85 mins.)
10:50-11:35	Lunch
11:35-12:35	Class (60 mins.)
12:35-12:50	Recess (15 mins.)
12:50-2:05	Class (75 mins.)
2:05	Dismissal

KINDERGARTEN

8:15 - 9:25	Class (70 mins.)
9:25 - 9:45	Recess (20 mins.)
9:45 - 11:00	Class (75 mins.)
11:00 - 11:45	Lunch
11:45 - 1:10	Class (85 mins.)
1:10 - 2:05	Enrichment
2:05	Dismissal

GRADES 1, 2 & 3

8:15 - 9:45	Class (90 mins.)
9:45 - 10:05	Recess
10:05 - 11:20	Class (90 mins.)
11:20 - 12:15	Lunch (1,2,3 staggered)
	11:20 - 12:05 1st.gr.
	11:25 - 12:10 2nd gr.
	11:30 - 12:15 3rd gr.
12:20 - 2:05	Class (105 mins.)
2:05	Dismissal

GRADE 4 & 5

8:15 - 10:05	Class (110 mins)
10:05 - 10:25	Recess
10:25 - 11:55	Class (90 mins)
11:55 - 12:35	Lunch
12:35 - 2:20	Class (105 mins)
2:20	Dismissal

BREAKFAST: 7:45 – 8:15 a.m.

Updated 8/13/2026

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-Off List

Substitute Teacher: Critical Information checklist

Room# _____ Teacher Name _____

- Leave cellphone number and e-mail with main office
- Lock Door and Slide Lock Blok
- Locate Code Red Flip Chart
- Locate first aid supplies
- Locate emergency bucket
- Locate evacuation maps by door
- Locate fire extinguisher
- Phone/Intercom instructions are posted by phone
- Lesson Plan Contains the following
 - Seating Chart
 - Student Conflict Issues
 - Health and Medical Alerts
 - Discipline referral forms
 - Special Instructions

Section 5: Vision and Mission Statement

Vision

Vision:

- Citrus Elementary School will provide a safe, orderly, and secure environment conducive to learning.
- Citrus Elementary School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
- Citrus Elementary School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
- Citrus Elementary School will develop a plan to work cooperatively and collaboratively with parents/guardians, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
- Citrus Elementary School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
- Citrus Elementary School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.

- Citrus Elementary School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Mission

The mission of Citrus Avenue School is to provide a safe, positive learning environment and to assure that students meet their full potential for success in a global society.

Section 6: Profile

School Profile

Citrus Avenue Elementary School provides a safe, positive environment in which individual students have the opportunity to meet their full potential academically, socially, emotionally, and creatively. Students will learn to respect themselves and others, as well as the world in which they live. The responsibility for helping students develop these essential skills will be shared by parents, school staff, community members and the students themselves. We use a variety of resources and strategies to work toward this goal. Citrus implemented a Friday Morning Line-up meeting, where the entire school meets on the blacktop to acknowledge positive behaviors and school wide announcements. The whole school and parents recite the Citrus Pledge, and Flag salute together.

School Climate

- Students and staff feel physically and psychologically secure from physical or verbal attacks.
- The dignity and heritage of a person is affirmed and respected.
- Students and staff are concerned about what happens to each other. They accept ownership for what happens at school.
- Expectations are clearly stated and known to everyone.
- Rules are realistic, practical, fair and consistent. All areas of the campus have signs posted with safety rules for that station.

Faculty Innovation

- Quality staff members representing the gender and racial or ethnic backgrounds of students and having diversified expertise are recruited to work effectively with students.

- Staff receives ongoing in-service training to meet the social/emotional needs of the student body (e.g. Kimochi, trauma training, Healthy Play, Second Step, cultural awareness, drug and alcohol abuse prevention, and anti-bullying strategies.)
- The health technician, who is here daily, has CPR and basic first aid training. Additionally, we have a school nurse on campus daily, with added support available as needed. Two staff members have administrative credentials and a number of other staff are certified in CPR.

Student Diversity

Citrus Elementary School is a very diverse school. Approximately 88% of the pupils are in low socio-economic families receiving aid and are eligible for free/reduce lunches. Citrus Elementary defines low socio-economic families as those who qualify for free or reduced lunch services and/or have parents that are not high school graduates. The ethnic makeup of the pupil population is 37% Hispanic, 4.1% African American, 31.5 % Caucasian, 5.8% Asian, 1.4% American Indian and 13.5 two or more races. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood. 13.3% of the Citrus population are language learners, 25.7% are students with disabilities, and .3% are foster youth.

Student Advocacy

- Social Service support systems are coordinated within the school to provide needed services. Some examples of these systems include: NVCSS counseling, PIP, Second Step classroom instruction in grades K-3 and Healthy Play for grades K-5. Citrus teachers are also in their seventh year of (PBIS) Positive Behavior Intervention Systems, and receive professional development to promote and improve our school wide systems. Citrus school is a twice recognized as a platinum school for our PBIS program and implementation.
- Curricular and special programs are designed to address issues relevant to school community needs, (e.g. drugs awareness, anti-bullying strategies, family structure and services, friendship groups etc.).
- Citrus employs a full time guidance specialist and a full time school counselor.

Section 7: California Safe Schools Assessment

California Safe Schools Assessment

- Evaluating the safety of its campus and the resources to keep it safe for students, staff, and the public.
- Citrus Elementary employs the Incident Command System as outlined in the CUSD Emergency Operations Plan.
- Each classroom and most support staff have radios for emergency use and communication on campus.
- The staff is trained in incident response structures and procedures by site and district administration. New teachers are also trained each year.
- In addition to the Principal, there is a Teacher in Charge, and a Behavior Intervention teacher. The Teacher in Charge assists the Principal and acts as the site administrator in the absence of the Principal.
- An iron fence was installed in the front of the school to close pedestrian traffic in and out of the campus.
- There have been improvements to the ramp and stairs to the front entrance of the school.
- Outside lighting was installed to provide safe walkways at night.
- The district office has updated our emergency flip charts, which are posted in every classroom and office space.
- Security cameras have been installed on campus and survey the ingress and Egress areas of the campus.
- A T.V. has been installed in the office to monitor the public coming in and out of the office and school campus through the front doors.
- A window has been installed in the office to allow enhanced viewing of the lobby and entry area.
- Citrus has not had any reportable crimes to this date. Teachers, staff and the community try to keep a constant vigilance during closed campus hours and on weekends. During the school day, staff members, campus supervisors and administrators provide campus supervision, to all areas of the campus.

Support Services and Programs

Citrus Elementary fosters positive pupil interpersonal relations by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. This can be done through the counselors, school psychologist and administrators. A Student Services PLC has been implemented to provide services and strategies for student success. The PLC team is comprised of the Principal, Teacher In Charge, School Counselor, School Nurse, School Psychologist, Speech teacher, special education teacher and when appropriate the classroom teacher.

Place/Physical Environment/Safety

- Citrus is located in the center of a residential area close to a hospital, high school, and university campus. It is on a busy street near a major cross-road of commercial activity. The school works cooperatively with nearby businesses and neighborhoods to reduce crime and to discourage crime near the school.
- The school pays particular attention to our issue of high traffic congestion and potential problems with ongoing supervision and community education/communication.
- Citrus has created a bus zone away from the primary pick up area and placed clear signage to support the lane staying clear for buses.
- The school has placed visible safety signs in the crosswalk to provide drivers with a clear visual of the crosswalk area.
- Citrus is located within a few blocks of a major hospital and medical center. Additionally, we are within a few blocks of Chico High School and California State University, Chico.

Firearms on School Grounds

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

Beliefs

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Citrus Elementary School promotes educationally and psychologically healthy environments for all children and youth. Citrus Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Citrus Elementary School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe.

Section 8: Protocol for teachers to provide notification of pupil identified as needing mental health services

Teacher Referrals for Mental Health Services

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals, to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. This can be done through the counselors, school psychologist and administrators. On an on-going basis, referrals can be made via the PBIS protocols for school weekly meetings.

Preventing and Intervening in Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Citrus Elementary School have received training in the PBIS Positive Behavior Intervention System program to support a school wide discipline approach. Citrus Elementary School uses a variety of resources to support positive behaviors throughout our student population. Identifying students with antisocial and aggressive tendencies is measured by (a) teacher referrals to the discipline and counseling staff, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs

Assigned to Citrus Elementary School is a school psychologist, POP, Toolbox program, Kimochi emotions curriculum, a full time counselor, and the Second Step program. Citrus employs a full time Social Worker. Additionally, Citrus utilizes the Kelvin program to do check ins with our students.

District programs contributing to mental health goals include counseling from Butte County Behavioral Health.

Intervention Team

SBIT (Student Based Intervention Team) A team composed of the Principal, School Psychologist, School nurse, speech pathologists, special education teacher, Targeted Case Manager, Title 1 Teacher, and the discipline support staff meet to identify and provide assistance to students and their family in need of academic, behavior modification, health, and mental health needs. In cases where a student exhibits specific characteristics which coincide with suicide, the principal, school psychologist/ counselor or police shall be contacted.

Professional Development

Citrus Elementary supports teachers for staff development through staff presentations related to school goals and Common Core Standards. This area is also supported at the District level by attending District Staff meetings. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility and to enhance academic success.

Section 9: Child Abuse Reporting and Student Protection Procedures

CHILD ABUSE REPORTING AND STUDENT PROTECTION PROCEDURES

(Ref: Ed. Code §32282; Penal Code §11164–11174.3; SB 848)

I. Mandated Reporting Procedures

All district employees are mandated reporters and must comply with the Child Abuse and Neglect Reporting Act.

- **Immediate Action:** If abuse or neglect is known or reasonably suspected, the employee must:
 1. Make an **immediate verbal report** to Child Protective Services (CPS) or local law enforcement.
 2. Submit a **written report (DOJ Form SS 8572)** within 36 hours.
- **Individual Responsibility:** The duty to report cannot be delegated to a supervisor.
- **Internal Notification:** Employees are encouraged to inform the site administrator after making a report to ensure student support. No person may impede or inhibit a report.

II. Supervision Standards (SB 848)

To prevent abuse, neglect, and misconduct, the District mandates strict supervision protocols:

- **General Supervision:** Students must be under the supervision of staff during the instructional day and all school-sponsored activities.
- **Visibility:** One-on-one interactions in isolated areas should be avoided. Private meetings must occur in rooms with windows or open doors.
- **High-Risk Areas:** Specific monitoring protocols (sweeps, zones, or line-of-sight) apply to bathrooms, locker rooms, transportation, and overnight trips.

III. Professional Boundaries

All staff, coaches, and volunteers must maintain professional boundaries.

- **Prohibited Conduct:** Private unauthorized meetings, inappropriate electronic communication (including outside district platforms), and physical contact inconsistent with educational purposes.
- **Reporting:** Boundary violations must be reported to site administration immediately.

IV. Interns, Volunteers, and Contractors

- **Clearance:** Background checks (Ed. Code §45125.1) must be completed before unsupervised contact.
- **Requirements:** These individuals must receive annual training on mandated reporting and professional boundaries. They may not be left alone with students unless specifically authorized and cleared.

V. Training Requirements

All employees receive annual training on:

- Signs of abuse/neglect and reporting requirements.
- Professional boundaries, grooming behaviors, and digital misconduct.
- Site-specific supervision protocols.

- *New employees must complete training within six weeks of hire.*

VI. Response to Safety Concerns

If an allegation of misconduct or inadequate supervision arises:

1. **Immediate Assessment:** The administrator must assess student safety and adjust supervision coverage immediately.
2. **Reporting:** Ensure all required CPS/law enforcement reports are filed.
3. **Documentation:** Gather factual information and coordinate with authorities regarding internal reviews.
4. **Review/Communication:** Incidents are reviewed by school site and district personnel, as applicable, to improve campus procedures.

Section 10: Discrimination and Harassment Policy and Procedures

Overview:

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school shall provide a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils:

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Sexual Harassment Policy:

Citrus Elementary School maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent & Student Handbook. The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Section 11: Discipline Policy and Code, Bullying Prevention

Overview:

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Citrus Elementary School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Citrus Elementary School has developed plans to promote positive behaviors on the play fields, lunchroom, hallways, and assembly areas.

Discipline Procedures:

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

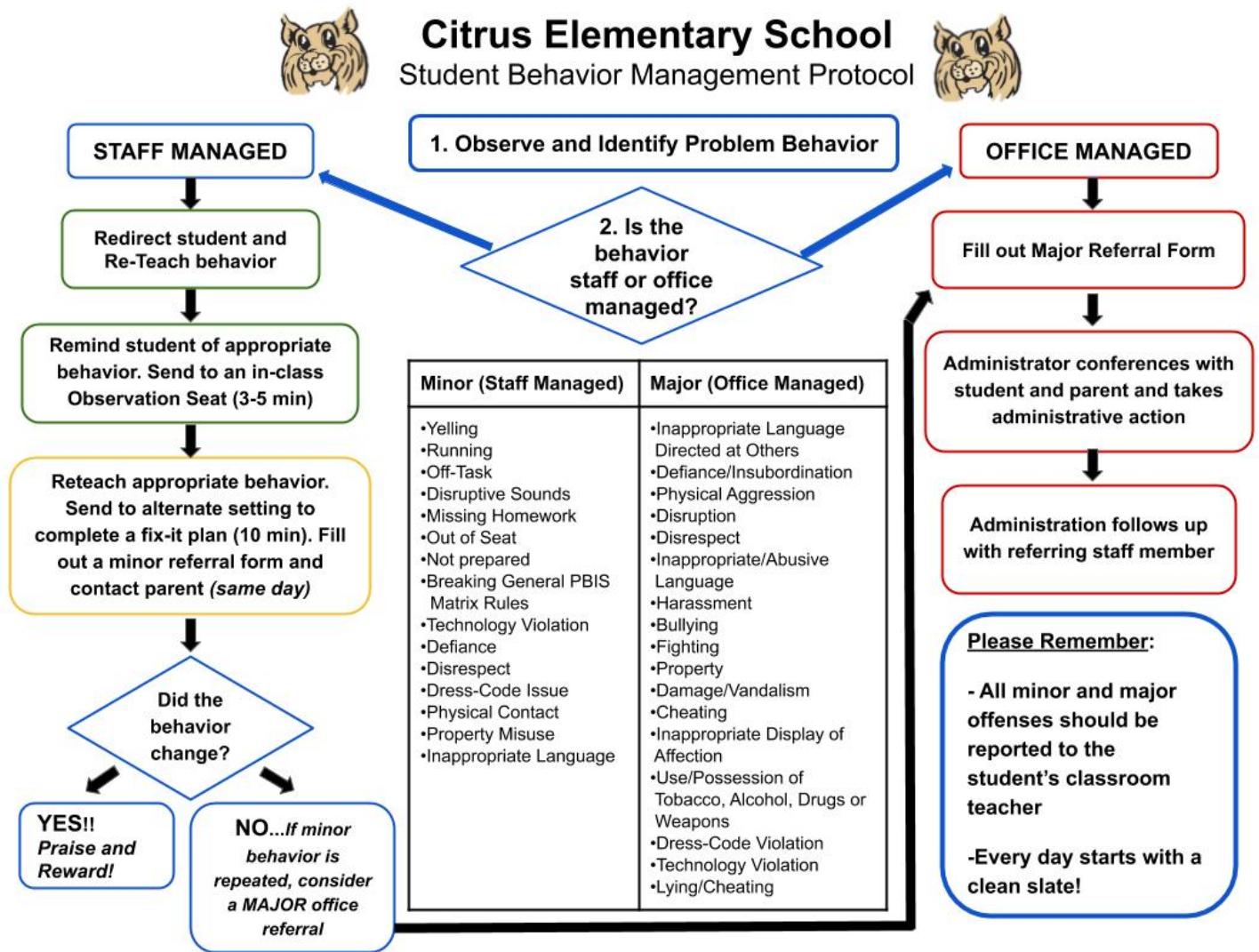
Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administrator.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Also, [Insert School Here] employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Community involvement is encouraged to help increase school safety. Neighborhood businesses are encouraged to communicate with the site administration.



Bully Prevention

The following are our bully prevention strategies.

Citrus uses the following resources to address bullying behavior. Guidance staff and counselors teach skills in class and support students in times of difficulty, Toolbox, Tools for Learning, Second Step, a violence prevention program, Steps to Respect and other bullying prevention/ curriculum resources, Healthy Play, and positive interventions and supports. Cyber bullying information and prevention can be found on Citrus Website. Additionally, Chico Unified School District has purchased WeTip, an anonymous bullying reporting website. WeTip allows any person affiliated with the school to report concerns for students online or by phone at anytime of day. The reports are assessed for severity and immediately forwarded to appropriate school staff.

Section 12: At-Risk Concerns; To Include Dress Code Provisions and providing a safe and Orderly Environment conducive to learning

Overview:

Citrus Elementary School administrators, teachers, families, pupils, support staff, and community members shall recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns; to include dress code provisions:

Crisis Intervention and Disaster Planning:

The staff of Citrus Elementary School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Gang Affiliation:

Gang affiliation and gang activity will not be tolerated at Citrus Elementary School. The staff at Citrus Elementary School shall work closely with the local law enforcement regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti:

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, collaboration with local law enforcement. Citrus Elementary School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. The Opportunity Class is housed on the Neal Dow Campus which is a designed for intense intervention and behavior modification for elementary students.

Drug and Violence Prevention Programs:

Citrus Elementary School places students on behavior contracts, which focus on academics and positive behavior to promote better decision making.

Truancy Learning Center/District Attorney Referral:

Citrus Elementary School recognizes the importance of punctuality and regular attendance. The staff of Citrus Elementary School shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board (SARB).

Megan's Law Notification:

The staff of Citrus Elementary School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Dress and Grooming:

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. Students should wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational process. (cf. 4119.22 - Dress and Grooming)

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry and personal items shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane or sexually suggestive, which promotes the use of alcohol, drugs, tobacco or other illegal activity.
2. Shoes must be worn at all times. *Closed toe shoes are recommended for elementary students for playground and PE safety.*
3. Clothes shall be sufficient to conceal undergarments.
6. 4. Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
4. The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.
5. Clothing or other items related to gangs are not permitted on campus at any time. This includes printed symbolic messages, bandanas, or other articles that communicate gang affiliation.

Citrus Elementary follows a strict dress code policy. The following items are not part of Citrus Elementary dress code.

NO Sagging or baggy pants

NO clothes with gang symbols

NO low cut tops or short shirts that show midriffs

NO visible bra straps

NO short shorts/skirts *

NO underwear showing

NO alcohol, drugs or weapon symbols on clothing

NO hats *

Shorts, skirts and dresses with slits may be worn but must be no shorter than the end of fingertips when arms are held straight. Spandex may be worn under shorts or skirts, but must also meet the fingertip rule.

* Chico Unified hats may be worn in non-covered areas.

Enhancing Physical Safety Practices:

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Citrus Elementary has installed iron fencing to the front of the school to minimize the pedestrian traffic onto campus from the street.. Reconstruction of the front entrance includes a wider wheelchair ramp, and stairs modified for ADA. In addition, outside lighting is being installed to improve walkways throughout campus.

Section 13: Supervision and Notification to Teachers of dangerous students pursuant to Education Code 49079

Overview:

Specific employees (e.g., the campus supervisor) shall use unique strategies to promote school safety. To include notification of students who have committed a violent crime under the Penal or Education Codes.

Campus Supervisor and Administrative Positions:

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Citrus Elementary School employs a principal, a half time Assistant Principal, a Teacher In Charge, and 5 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. This personnel has developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, assistant principal, Teacher In Charge and the campus supervisors or other staff at Citrus Elementary School make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal, Assistant Principal, Teacher In Charge, staff and the campus supervisors and students help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes:

Citrus Elementary School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Citrus Elementary School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Teacher Notice of Disciplinary History:

Citrus Elementary School administration shall provide to its teachers information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Section 14: Parent and Community Involvement

Overview:

Plan(s) and method(s) shall be available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement:

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Citrus	elementary	School:
• Effectively uses the School Site Council • Notifies parents about, and encourages participation in parenting programs. • Has established a school visitation procedure with law enforcement and the fire department. • Uses the School Accountability Report Card as a procedure to communicate to parents. • Provides opportunities for Teacher-Parent Conferences.		

Each classroom is arranged to help prevent aggressive behavior. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Section 15: Visitors and Disruptions to Educational Process

Citrus Elementary School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Citrus Elementary School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Citrus Elementary School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has

a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Citrus Elementary School has developed a notice for disruptive individuals and, when appropriate will exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Citrus Elementary School notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Citrus Elementary School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Section 16: Procedures for Immigration Enforcement Notification

SB 98 (Ed Code 32282 (a)(2)(N))

Procedures for Immigration Enforcement Notification (Effective March 1, 2026)

Confirmation of Immigration Enforcement Presence

Upon confirmation that immigration enforcement personnel are present on the school site, the Principal or designee shall initiate the notification procedures outlined in this section.

Immigration enforcement includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Timing and Method of Notification

The Principal or designee shall notify parents and guardians of pupils, teachers, administrators, and school personnel of the presence of immigration enforcement as soon as practicable, while considering the following:

1. Timing of the notification should prioritize the physical safety and emotional well-being of pupils, employees, and community members.
2. Notifications shall be delivered using the school site's designated official communication channels. The school site shall ensure that all parents/guardians, teachers, administrators, and school personnel are informed of these channels in advance of any notification regarding immigration enforcement.

Content of Notification

Notifications issued by the school site:

1. **Shall inform** recipients that immigration enforcement personnel have been confirmed present on the school site.
2. **Shall not include** any personally identifiable information.
3. **May include** a hyperlink to additional resources for families, including but not limited to:
 - Information about educational rights.
 - State laws protecting student and family privacy and confidentiality.
 - Counseling or support services for those impacted by immigration enforcement.

Section 17: Electronic Communications and Social Media Boundaries

ELECTRONIC COMMUNICATIONS AND SOCIAL MEDIA BOUNDARIES

I. Authorized Communication Platforms

Staff must communicate with students exclusively through **District-approved platforms** and resources.

- **Content:** Communications must be professional, school-related, and limited to educational purposes.

II. Prohibited Electronic Conduct

The following actions are strictly prohibited on both personal and District-issued devices:

- **Personal Social Media:** "Friending," "following," or direct messaging students via personal accounts.
- **Hidden Communication:** Using applications designed to obscure, delete, or eliminate records of communication (e.g., disappearing messages).
- **Personal Content:** Sharing personal photos, videos, or non-educational content.
- **Inappropriate Nature:** Any communication of a personal, romantic, or sexual nature.

III. Monitoring and Transparency

- **Records:** All District-approved communications are subject to monitoring and public records laws. Staff must retain records per District policy.
- **Enforcement:** Site administrators will promptly address boundary violations and may restrict system access during investigations.

V. Reporting Digital Misconduct

Inappropriate electronic communications should be reported immediately to:

- Site Administration or the District Title IX Coordinator.
- Any mandated reporter or law enforcement (if applicable).
- **Mandated Reporting:** Misconduct involving a minor will be evaluated for reporting obligations under the Child Abuse and Neglect Reporting Act.

VI. Annual Training

All employees will undergo annual training covering:

- Professional digital boundaries and District communication policies.
- Recognizing grooming behaviors in online environments.
- Required reporting procedures for electronic misconduct.

Section 18: Public Agencies use of School for Mass Care and Welfare Shelters

Chico Unified School District will allow a public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing

and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community

Section 19: California Interscholastic Federation Event Emergency Guidelines

PART I: PLANNING TO AVOID VIOLENCE AND DISRUPTIVE INCIDENTS AT ATHLETIC EVENTS

GENERAL CONSIDERATIONS: Often the hostility of a crowd is the reflection of hostility between coaches or as a result of coaches' actions. In addition, a crowd, or individuals within the crowd, faced with disorganized, confused events, are more prone to become hostile. The following recommendations have the primary goal to prevent or decrease hostility between schools and guide schools to more efficiently conduct events.

RESPONSIBILITIES OF HOME TEAM

The coaching staff and administrators of both teams have significant responsibilities and opportunities to reduce the risk of violence and unsafe conditions at athletic events. However, the Home team staff have more responsibilities because they have more control and knowledge about conditions at their sporting facility. The implementation of the Guidelines listed below will depend on a range of factors, including the history of competition between the schools, the layout and location of the athletic facility, the time of the event and the anticipated number of spectators.

1. **Pre-Event Planning:** Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.
2. **Staff Planning:** Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.
3. **Visiting Team Arrival:** Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.
4. **Referees:** Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field.
5. **Scoreboard:** Have properly trained adult scorers and timers for officials at games.
6. **Game Announcer:** The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.
7. **Concession Stands:** Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.
8. **Conduct of Game:** Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.
9. **Disruptive Individuals:** If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.
10. **Area outside of Venue:** Areas immediately outside of the venue should be kept clear of unassociated persons.
11. **Exiting the Venue:** Arrange for supervision to continue until students have left the area, including the team bus.

GUIDELINES FOR VISITING TEAMS

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.
2. Have adequate faculty and administrative presence at the game.
3. Provide students information about parking, entrance, seating and exiting.

4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

GUIDELINES FOR BOTH TEAMS

1. Players should refrain from showing surprise or irritation at a call by an official.
2. "Playing to the crowd" can cause trouble- particularly in basketball, where the players' facial expressions are clearly visible to the bench and stands. Players should not communicate with spectators.
3. Players on the bench should not heckle the opposing team.
4. Unsportsmanlike gesturing or the harassment of individual players should be avoided.

PART II: SPECIFIC THREATS

INJURIES AND MEDICAL EMERGENCIES

Call 911. If you are alone, call 911 first and then return to the victim. Stay on the line until the 911 operator gives you permission to hang up the phone. Tell the operator exactly which entrance to use to your facility/site and exactly where you are located in the facility/site.

1. Lend any assistance to the victim that you are able and qualified to do. Do not move the victim if there is a chance of back or neck injury.
2. Make sure that someone is at the entrance to meet the emergency vehicle and escort the rescue personnel to the victim.
3. Contact your immediate supervisor.
4. Provide as much information to the rescue personnel that you can regarding the onset of the illness or injury.
5. If the medical emergency is caused by accidental injury, interview witnesses and get as much information as possible.
6. Contact the parents/guardians immediately.
7. Complete the incident report form and forward it to your immediate supervisor.

FIRE

1. Call Fire Department.
2. If fire is small in nature, extinguish it with a fire extinguisher.
3. If fire is large in nature or uncontrollable, pull the fire alarm, call 911 and immediately evacuate the building of all students and staff according to your pre-determined crisis plan. Close all doors and windows behind you, but do not lock them.
4. Do not touch anything on your way out.
5. Do not use the elevators.
6. If you smell something burning, immediately notify the site directors who will notify on-site engineering personnel to investigate.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

EARTHQUAKE

Indoor Event: Basic Rule is Drop, Cover, Hold and Wait

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.
2. If you are in grandstand, grab hold of seats, railing or other fixture. Move away from the side of the grandstands
3. If you are in an open area, such as a basketball court or swimming pool area, move to the area in front of an interior wall, especially interior corners, kneel and clasp your hand behind your neck.
4. Protect your eyes from flying glass and debris with your arm covering your eyes.

5. After ground movement ends, check for injuries and safely evacuate the building after counting to at least 60. (Many aftershocks occur in the first 60 seconds after the main quake).
6. Please note: It is intuitive and natural for individuals to flee the scene of an earthquake, because flight is a reasonable response to other types of disaster such as fire. This generalized flight response is generally unsafe in the context of an earthquake. California School buildings are built to exacting earthquake standards, otherwise known as the Field Act. As a general proposition the safest place to be on a school site during an earthquake is inside a school building. Most injuries occur when people move to different locations or move to another place in the building.
7. To the extent possible, quiet the crowd to control panic. It is often the case that most injuries during an earthquake do not occur from a structural failure of a building but injuries sustained by person exiting the building, who are struck from falling glass, debris and architectural or lighting elements. (It is a unfortunate fact that architectural elements and lighting fixtures are not inspected to the same level of scrutiny as structural elements.) The area of significant danger is in the "fall zone", the 10 to 20 wide perimeter of a building where objects can fall and strike those below. If possible send someone to "scout" this perimeter around the exit before the general evacuation commences.
8. Move to a safe, open area, away from power lines and other overhead hazards.

Outside Event: DROP AND COVER AND STAY OUTSIDE

1. Assess where you are. If you are near overhead lines, trees or buildings, move way from them. If they are not near you, drop to the ground and cover the back of your neck with your hands.
2. Do not enter any buildings until it is determined safe to do so.

Traveling to a School Event: STOP SAFELY

1. Pull the Bus or vehicle to the side of the road and stop, unless the conditions found in 2 below, apply.
2. If the bus or vehicle is on a bridge, overpass, or under power lines, continue until these dangers are cleared.
3. Wait until the ground movement stops, then check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris. Check radio for emergency broadcast. Even if road is apparently safe, proceed slowly.

SEVERE WEATHER

1. If the tornado sirens are sounded, immediately proceed to the designated shelter area in your building.
2. If inside, stay away from glass windows and doors and the perimeter of the building. Sit as near to the wall as you can get.
3. If you are inside, do not use the phones during and electrical storm.
4. If the building is moving, assume the duck and cover position with your head between your knees and your hands locked over your head.
5. If severe weather occurs while you are outside with students, immediately seek shelter in a building. If none is available, keep students away from trees if you are in an electrical storm. If a tornado is threatening, go to the lowest area of land and lie down.
6. Keep students as calm as possible and speak in reassuring tones.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

SHOTS FIRED: RUN, HIDE AND COUNTER IF NECESSARY

GENERAL CONSIDERATIONS: Most mass shooting incidents are over within 10-15 minutes. Your plan for safety should be designed for the short duration survival of you and those around you. Your main challenge is to quickly process the fact that you in such an incident and to not freeze in place. A flawed plan for escape is better than no plan at all.

Outside Event

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run

4. If you are in an open area, run in a zigzag pattern, bending over as much as you can.
5. Keep others from entering into the area.
6. Seek shelter if you cannot outrun the shooter. Any feature that can be used block gun fire should be considered, including walls, planters or trees.
7. Call 911 as soon as safety permits.
8. As soon as possible, evacuate patrons to a safe area, preferably into a building.
9. Remain calm and as observant as possible. Be ready to describe the shooter, the weapon, a vehicle tag number, etc. to police when they arrive.
10. Be ready to describe the situation and request medical aid if necessary.
11. Do not confront the shooter unless the circumstances present no other option: In most cases, the shooter will leave after the initial assault.
12. After shots are no longer being fired, check for injuries.
13. Contact your immediate supervisor.
14. Contact parents/guardian.
15. Complete the incident report form and forward it to your immediate supervisor.

Inside a Building

1. Tell everyone to get on the floor or behind furniture and remain quiet. Activate crisis procedure plan.
2. If you are in a confined area, such as a locker room, lock the doors and, if possible, move out of view of windows. Blockade locked doors as best you can.
3. If you are confined indoors, turn out the lights and mute your cell phone.
4. Call 911. Be ready to describe the situation and request medical aid if necessary.
5. Remain calm and as observant as possible – be ready to describe the shooter and the weapon to police when they arrive.
6. Do not confront the shooter unless the circumstances present no other option: In most cases, the shooter will leave after the initial assault.
7. After shots are no longer being fired, check students for injuries.
8. Keep students calm and wait for assistance to arrive.
9. If shooter has left the building, do not permit anyone to enter until assistance arrives.
10. Contact your immediate supervisor.
11. Contact parents/guardians immediately.
12. Complete the incident report form and forward it to your immediate supervisor.

Counter Option

1. If you cannot escape or hide, and lives remain at stake, counter the intruder.
2. Countering the attacker by: (Throwing object at the attacker to create distraction, spreading out and creating confusion for the attacker.) Individuals should use any actions necessary to defend themselves. The Counter option is a worse-case option.

WEAPONS WITHOUT SHOOTING

Suspected Weapon On The Premises

1. Call 911.
2. Do not confront the individual.
3. Try to keep patrons away from the area until police arrive. If this is not possible, observe the suspect from a reasonable distance until police do arrive. Activate lock down procedures if necessary.
4. If the suspect leaves the premises, try to watch and determine the direction. Be ready to give police as complete a description as possible including vehicle tag number.
5. Contact your immediate supervisor.
6. Complete the incident report form and forward it to your immediate supervisor.

Observed Weapon On The Premises

1. Seek assistance from another staff member or supervising adult in reporting the incident.
2. Discreetly call 911 if the suspect is not present.
3. Provide a physical and clothing description and the last known direction of travel of the individual.
4. IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.

SUSPICIOUS BEHAVIOR

1. Approach the individual and ask if you can help.
2. If the individual does not appear to have legitimate business on the premises, ask the person to leave.
3. If the individual does not leave and/ or the suspicious behavior continues, call 911.
4. Contact your immediate supervisor.
5. Continue to observe the individual until police arrive.
6. Be ready to give police as complete a description of the behavior as possible.
7. Do not become involved in a confrontation with the individual.
8. If the behavior seems potentially threatening to your students, remove them to a safer area.
9. Complete the incident report form and forward it to your immediate supervisor.

CHILD ABUSE

1. Immediately record the suspected child abuse/neglect in daily log.
2. All staff are mandatory reporters and must report the suspected child abuse/neglect to law enforcement (including a school police department) on the day that it is observed and recorded and no later than 72 hours after the reasonable suspicion is formed.
3. Program Director must contact the Child Welfare Organization for parents/guardians, when appropriate, about observed abuse or neglect within 24 hours of the observation.
4. Staff must record all observations, phone calls and contacts made.
5. If immediate help is required, call Police Department or 911.
6. Contact your immediate supervisor.
7. Complete the incident report form and forward it to your immediate supervisor. (Remember: All information about children and families is confidential)

Definitions Of Child Abuse:

1. Physical Abuse – any injuries from shaking, beating, striking, burning. Any suspected sexual abuse.
2. Physical Neglect – failure to provide basic necessities such as food, clothing, shelter, medical attention or proper supervisor

PERSONNEL HARASSMENT

1. Remain Calm.
2. Do not respond to the person in a confrontational manner
3. Involve your direct supervisor.
4. Ask and allow person to explain situation.
5. Listen and show concern.
6. If situation remains confrontational, ask the person to leave.
7. If you feel that you are in danger, call 911.
8. Complete the incident report form and forward it to your immediate supervisor.

POWER OUTAGE

1. Remain calm.
2. If participants are in danger, stop activity and move them to a safe place.

3. Contact your immediate supervisor. Notify the on-site maintenance staff.
4. Ask site personnel for available flashlight.
5. Complete the incident report form and forward it to your immediate supervisor.

MISSING CHILD

1. Remain calm.
2. Inform your immediate supervisor and all staff members that the child is missing and direct staff and participants to meet in an assigned area or room. (Pre-determined procedures should be in place for the remainder of the program hours.)
3. Previously designated staff should stay with participants while the remaining staff search the building. Check all inside spaces of the building and conduct a thorough search of the grounds.
4. Notify the police at 911.
5. Notify the parent/guardian. Ask questions of the parent such as:
 1. Does s/he know how to ride the bus?
 2. Does s/he have any money?
 3. Are there any places in the area that the child is familiar with such as a playground or picnic area?
 4. Are there any relatives or friends in the area where the child would be likely to go?
6. Gather all vitals – Picture or description, registrations/applications and clothes child was wearing. The police will need this information to assist in finding the child as quickly as possible.
7. If you or your staff assists in the search, ask neighbors for help. Many people are able and willing to do whatever it takes to help find a missing child.
8. Complete the incident report form and forward it to your immediate supervisor.

ABDUCTION

1. Remain Calm
2. Call 911.
3. Report abduction, or attempted abduction to your immediate supervisor.
4. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
5. If the person is seen taking the child into an automobile, note the color and make of automobile and attempt to memorize the license plate or at least a portion of it. Note the direction or street the automobile is traveling.
6. Treat custody dispute problems as a possible child abduction.

CONTROLLED SUBSTANCE (Drugs/Alcohol)

1. Be ready to provide as complete a description of the suspect as possible.
2. Call 911. Give 911 operator as complete a description of the suspect, the behavior, the type of controlled substance, if known, and vehicle tag number.
3. Do not approach the suspect.
4. If suspect leaves before police arrive, note the direction, type of vehicle, etc. Do not attempt to follow the suspect.
5. Call your immediate supervisor.
6. Complete the incident report form and forward it to your immediate supervisor.

SEXUAL HARASSMENT

1. If a student reports to you that s/he has been approached in an inappropriate fashion by another person, take the student to a private area with another staff member for an interview. All allegations of sexual harassment, regardless of the nature, must be investigated.
2. Determine by questioning, as gently as possible, exactly what happened. Ask the victim questions like:
 1. What did the person say?
 2. What did the person do that made you feel uncomfortable?

3. When did this happen?
4. How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.
5. If allegations of physical touching, CALL POLICE and your immediate supervisor. Sexual Assault Procedures should be initiated (see page 12).

SEXUAL ASSAULT

1. Isolate and secure the victim and the assault area.
2. Call 911.
3. Do not leave the victim alone. Ensure the victim is in a safe place, and assist in making them comfortable.
4. Remain calm and reassure patrons that all possible actions are being taken to care for the injured person and to protect others.

Note: For Sexual Assaults:

1. Notify supervisor.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Provide the victim with privacy.
4. Secure the crime scene. Protect any potential evidence.
5. DO NOT USE THE VICTIM'S NAME on two-way radios or release the victim's identity to anyone other than the lead administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist law enforcement officials as requested.
8. Complete the incident report form and forward it to your immediate supervisor.

TACTICAL SITUATION

1. If inside, take all participants to a central area. Keep away from windows and doors and secure all entry doors.
2. If outside and time permits take all participants to an indoor central location.
3. Call your supervisor immediately – they will determine who to contact.
4. Call parents/guardian to inform them of the situation.
5. Do not release anyone until the police say it is safe to do so.
6. Do not release any information to the media. Let the police or a public relations representative have that responsibility.
7. Complete the incident report form and forward it to your immediate supervisor.

BOMB THREATS: ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. DO NOT try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. ASK.....
 1. WHEN will the device explode?
 2. WHERE is the device?
 3. WHAT kind of device is it?
 4. WHAT does it look like?
 5. WHY did you place the device?
 6. WHO are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 1. Time of call
 2. Exact words of caller

3. Male or female sounding voice
4. Is there a detectable accent
5. Voice tone, pitch, meter
6. Speech skills, inflections
7. Is the voice familiar
8. Background noise
9. Time the call is terminated
6. CALL 911 immediately. Answer all questions asked of you. Follow any instructions give by the 911 operator.
 1. DO NOT TOUCH SUSPICIOUS OBJECTS.
 2. DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.
 3. DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS
7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.
9. DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of the Bomb Threat:

DO NOT PANIC. Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

Instructional Continuity Plan

Chico Unified School District

Purpose

The Instructional Continuity Plan (ICP) has been developed by the Chico Unified School District's Educational Services Team to ensure a high-quality education for all students in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances. This plan outlines our district's strategy to ensure essential learning and support services, minimize instructional disruptions, and provide equitable access to education under a variety of circumstances. The plan aligns with California Department of Education (CDE) requirements and reflects best practices for instructional continuity and is in alignment with Senate Bill 153 (SB 153), Chapter 38, Statutes of 2024.

In response to SB 153, the ICP will address the need for a rapid recovery of instructional services within 10 instructional days of an emergency. The document will be reviewed annually to ensure its continued relevance, effectiveness, and compliance with state requirements.

Key Components of the Instructional Continuity Plan

1. Communication

CUSD will establish two-way communication with students and families within **five calendar days** after an emergency to ensure timely updates on instructional plans and student needs. Effective communication is essential for maintaining instructional continuity during a disruption. CUSD utilizes a multi-modal communication approach to keep stakeholders informed and engaged. The district will:

- Maintain an **Online Learning Website** (www.chicousd.org) with parent/student tutorials for accessing applicable software systems from home.
- Activate an **emergency communication page** on the district website with a **dedicated phone messaging line** to provide ongoing updates during an emergency.
- Use **Aeries Communication Portal powered by ParentSquare** to send text messages to parents and certificated staff. Escape will provide phone numbers and email addresses of all classified staff for emergency communication.
- Utilize **district-issued email accounts** and a dedicated one-way communication system in case of emergency.
- Enable **alerts and pop-up notifications** on the district website.
- Broadcast critical information via **social media platforms and local media**.
- Use **Aeries Communication for real-time translation** to ensure accessibility for non-English-speaking families.
- Establish **emergency contact groups** with all public information officers in the county, including the fire, sheriff, police department, and City of Chico.
- Maintain a **dedicated information sheet for Emergency Mass Notification System** (Media, TV, EMS, Utilities).
- Ensure distribution of **Wi-Fi hotspots** following a pre-established plan.
- Register with the **Government Emergency Telecommunications Service (GETS)** for wireless priority services in the event of a major catastrophe.
- Maintain **web hosting services and updates** outside of the county area to ensure communication continuity through a partner.
- Keep **confidential emergency communication hard copy phone trees** for all district-wide administration and school site contacts.
- Utilize **Catapult EMS Emergency Messaging** as a backup if Aeries Communication is unavailable.
- Store emergency procedures in **Catapult Emergency Management System**, a cloud-based system accessible if Google services are unavailable.

2. Technology

CUSD is committed to ensuring that students and staff have access to the technology and infrastructure necessary to support learning continuity. The district will:

- Maintain the **Google Classroom platform** to be available for students, parents, and staff.
 - Provide reliable internet access through district-managed **Wi-Fi hotspots** and community partnerships.
 - Maintain an **inventory of devices** (Chromebooks, tablets) to distribute to students and staff as needed.
 - Offer ongoing **technical support and troubleshooting assistance** for digital learning tools.
 - Maintain and evaluate **cybersecurity measures**, including Managed Detection and Response (MDR) and Security Operations Center (SoC) monitoring, to protect student and staff data.
 - Continue **data security protocols** to ensure compliance with privacy regulations.
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3. Plan for Access to In-Person or Remote Instruction

Ensuring that all students have equitable access to instruction is a priority for CUSD. The district will:

- Provide Wi-Fi hotspots as needed, mobile learning kits, and preloaded tablets for students without internet access.
- Ensure students have access to textbooks, printed materials, and alternative learning resources when needed.
- Maintain clear protocols for identifying students in need and distributing resources efficiently.
- Work with community partners to expand digital access in underserved areas.

CUSD is committed to ensuring that instructional activities resume within 10 instructional days of an emergency. Depending on the nature of the emergency, CUSD will offer either in-person or remote instruction.

In-Person Instruction

If it is possible to resume in-person instruction:

- Affected schools will temporarily reassign students to nearby school sites or other alternative location, including neighboring districts or county offices of education, if necessary.
- Transportation will be arranged for students needing assistance to access alternative school sites to the extent possible.
- See “9. Return to Site-Based Learning” requirements

Remote Instruction

In the event that in-person instruction is disrupted, CUSD will transition to a structured remote learning model to ensure that students continue to receive a high-quality education. The plan includes:

- **Online Learning Platforms:** Instruction will be delivered primarily through Google Classroom, Google Meet, Edgenuity, and Aeries Communication. Other systems could be utilized as needed.
- **Curriculum and Instruction:** In case of limited internet access, the district will provide hotspots or access through a community partner. Instructional materials will be available digitally, with printed learning packets provided for students who lack access to technology. Printed assignments will be distributed to families by mail or at designated school locations.

Independent Study Compliance

CUSD will ensure that remote instruction complies with California Education Code Sections 51747 and 51749.5 governing independent study. The district will follow the appropriate guidelines to offer flexible learning opportunities, ensuring equity and access for all students, including:

- Students with Disabilities
- English Learners (EL)
- Foster Youth
- Homeless Students

Instructional Standards

Remote learning will meet or exceed the standards of independent study programs and will include:

- Daily synchronous and asynchronous instruction based on grade level.
- Coursework will align with state and national standards, ensuring a high-quality education comparable to in-person learning.
- Regular assessments, quizzes, and teacher feedback will be used to monitor student progress and provide necessary support.
- Ongoing communication between students, parents, and teachers.
- Accommodations will be made for students with special needs, ensuring an inclusive learning environment.

Support for Displaced Students

If students must be temporarily reassigned to another educational agency (LEA) due to an emergency, CUSD will:

- Coordinate with neighboring districts, county offices of education, and charter schools to ensure educational services are available.
- Ensure that displaced students' residency requirements are adjusted to allow access to instruction, in compliance with SB 153.
- Provide academic, social-emotional, and mental health supports to students during the period of reassignment.

Equity and Access for All Students

Special Education

CUSD is committed to ensuring all students, including those with disabilities, have access to all necessary, appropriate accommodations and services:

- Individualized Education Plans (IEP) will be followed to ensure continuity of services. This includes individualized support like online speech therapy, translation services, and modified instructional materials.
- Ensure all materials are made available to students with unique learning needs, according to their Individualized Education Plan (IEP), in a format that is accessible to the student. For example, material will be adapted or modified as needed, such as braille, speech-to-text, or printed materials, if digital access is difficult.

English Learners (EL) and At-Risk Students

CUSD will ensure equitable access to instruction for all students, particularly those in vulnerable groups:

- Ensure materials, communication, and outreach are provided in English and the student's primary language when available to ensure equitable understanding of all community members.
- Maintain consistent communication with foster youth, students experiencing homelessness, and other at-risk students to ensure their needs are met during emergencies.

4. Instruction and Assessment

The district will focus on the most essential learning objectives and standards to ensure that students meet academic goals, even during disruptions. Teachers will adjust instruction to accommodate:

- Essential learning priorities, ensuring that students remain on track to meet grade-level standards.
- Formative assessments (i.e., quizzes, virtual check-ins) to gauge student understanding and make adjustments to instruction as necessary.

Academic Support

CUSD will provide additional academic support as needed:

- Virtual office hours for student check-ins.
- Virtual support services.
- Supplemental materials to reinforce learning at home.

5. Professional Learning

CUSD will provide educators and staff with ongoing professional development to support instructional continuity.

Training will include:

- Effective strategies for remote and blended learning environments.
 - Cybersecurity awareness and best practices for online instruction.
 - Use of district-adopted learning platforms and assessment tools.
 - Collaboration opportunities for teachers to share best practices and instructional strategies.
-

6. Well-being

CUSD recognizes the importance of addressing the social-emotional and mental health needs of students and staff during periods of disruption. The district will provide:

- **Mental Health and Counseling Services:** Crisis counseling, virtual check-ins with school counselors, and telehealth support for students and staff through community partnerships (i.e., Soluna).
 - **Social-Emotional Learning (SEL):** School-based SEL programs/activities to help students navigate challenges will be included as part of the curricular offerings provided to students through the disruption.
-

7. Support Services

CUSD will ensure that students and families continue to receive critical support services during any instructional disruption. The district will provide:

- **Special Education Services:** Continued support for students with Individualized Education Plans (IEPs), including online and in-person accommodations as needed within 5 days of initial disruption. Services and supports are outlined in each IEP and will be followed as such to ensure continuity of services.
 - **Nutrition Services:** Meal distribution sites to ensure students have access to nutritious food during school closures.
 - **Transportation and Childcare Support:** Coordination with community partners to assist families in need of childcare and transportation during emergencies.
 - **Foster Youth and Homeless Support:** Targeted outreach and services to ensure continuity of education for vulnerable student populations.
-

8. Site-Based Collaboration

Collaboration among school sites, district leadership, and community partners is critical for maintaining instructional continuity. CUSD will:

- Establish **district and site-based emergency response teams** to coordinate planning and response efforts.
 - Encourage **teacher collaboration** to develop and share best practices for remote learning.
 - Partner with **local agencies, community organizations, and county offices of education** to enhance resources and support for students.
 - Facilitate collaboration between school sites and stakeholders to share best practices, support networks, and refine instructional strategies through continuous feedback.
-

9. Return to Site-Based Learning

As conditions allow, CUSD will implement a structured plan for returning to in-person instruction, prioritizing safety and academic recovery. The district will:

- **Coordinate with local emergency agencies and public health officials** to determine the safest timeline for reopening schools.
 - Establish clear **conditions** that must be met prior to returning to school sites, including:
 - Evacuation orders lifted
 - Power and utilities functioning
 - Healthy air quality (below 100 AQI indoors)
 - Access to safe and clean water
 - Campus is free from debris and hazards
 - Internet access or phone lines are connected and functioning
 - Staff to cover those affected by the disruption
 - Kitchens are operational to provide meals
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Review and Evaluation

CUSD will regularly review and evaluate the Instructional Continuity Plan:

- Conduct annual evaluations of the plan's effectiveness.
 - Gather feedback from students, staff, and families to improve the plan.
 - Update the plan as necessary to ensure it remains current and effective.
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Conclusion

This Instructional Continuity Plan reflects CUSD's commitment to ensuring that every student has access to high-quality instruction and essential services, regardless of the circumstances. This Instructional Continuity Plan (ICP), integrated with our Comprehensive School Safety Plan (CSSP), provides a clear roadmap for maintaining instructional services, supporting student well-being, and ensuring equitable access to education during times of crisis. The district will continue to evaluate and refine this plan to best serve the needs of the community.