

Comprehensive School Safety Plan

**2025-2026
School Year**

School: California Heritage YouthBuild Academy
CDS Code: 53105380125633
District: California Heritage YouthBuild Academy II (CHYBA)
Address: 8544 Airport Rd.
Redding
Date of Adoption: Feb. 28, 2025
Date of Update: 2/3/2025
Date of Review:
- with Staff 2/5/2025
- with Law Enforcement 1/20/2025
- with Fire Authority 11/1/2024

Approved by:

Name		Title	Signature	Date
Lane Carlson		Board Member		
Marlene Carmichael		Board Member		
Aleta Carpenter		Board Member		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	8
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	11
(E) Sexual Harassment Policies (EC 212.6 [b]).....	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	12
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	13
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	14
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	16
(K) Hate Crime Reporting Procedures and Policies.....	17
(J) Procedures to Prepare for Active Shooters.....	18
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	21
Opioid Prevention and Life-Saving Response Procedures.....	21
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	22
Instructional Continuity Plan.....	23
Safety Plan Review, Evaluation and Amendment Procedures.....	24
Safety Plan Appendices.....	25
Emergency Contact Numbers.....	26
Safety Plan Review, Evaluation and Amendment Procedures.....	27
California Heritage YouthBuild Academy Incident Command System.....	28
Incident Command Team Responsibilities.....	29
Emergency Response Guidelines.....	30
Step One: Identify the Type of Emergency.....	30
Step Two: Identify the Level of Emergency.....	30
Step Three: Determine the Immediate Response Action.....	30

Step Four: Communicate the Appropriate Response Action30

Types of Emergencies & Specific Procedures.....32

 Aircraft Crash32

 Animal Disturbance.....32

 Armed Assault on Campus32

 Biological or Chemical Release.....33

 Bomb Threat/ Threat Of violence33

 Bus Disaster.....34

 Disorderly Conduct34

 Earthquake35

 Explosion or Risk Of Explosion35

 Fire in Surrounding Area35

 Fire on School Grounds36

 Flooding37

 Loss or Failure Of Utilities37

 Motor Vehicle Crash37

 Pandemic38

 Psychological Trauma.....39

 Suspected Contamination of Food or Water39

 Tactical Responses to Criminal Incidents40

 Unlawful Demonstration or Walkout.....41

Emergency Evacuation Map.....42

Comprehensive School Safety Plan Purpose

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

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

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

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

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

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at California Heritage YouthBuild Academy.

Safety Plan Vision

At California Heritage YouthBuild Academy, our vision for safety encompasses a holistic approach that prioritizes the physical, emotional, and intellectual well-being of every student. We are committed to fostering a secure and nurturing environment where students can thrive academically and personally. This vision is rooted in our core Educational Beliefs and is manifested through the following key elements:

Physical Safety: We ensure a physically safe space for learning, where students feel secure and protected. This involves regular safety drills, secure campus facilities, and vigilant supervision to prevent and address any physical risks.

Emotional Safety: Recognizing the importance of mental well-being, our academy provides a supportive atmosphere where students feel valued, understood, and free from bullying or harassment. Emotional safety is achieved through counseling services, peer support programs, and a school culture that promotes kindness and inclusivity.

Intellectual Safety: In line with our belief in the unique learning styles of each student, we create an intellectually safe environment where students are encouraged to express their ideas, make mistakes, and learn from them without fear of judgment or criticism. This is fostered through collaborative learning, open dialogues, and a curriculum that accommodates diverse perspectives and learning abilities.

Collaborative Safety: Emphasizing the role of partnerships, we engage parents, teachers, staff, and students in creating and maintaining a safe learning environment. Regular meetings, feedback channels, and joint safety initiatives ensure that everyone has a role in upholding the safety standards of our academy.

Continuous Improvement: Recognizing that safety is an evolving aspect of education, we commit to ongoing assessment and improvement of our safety policies and practices. This includes staying abreast of best practices in educational safety, adapting to new challenges, and ensuring that our safety plan evolves to meet the changing needs of our students and community.

Components of the Comprehensive School Safety Plan (EC 32281)

California Heritage YouthBuild Academy Safety Committee

Ryan Franco Principal, Cathy Taylor Superintendent/Executive Director, Chelsea Martinez Program Director, Student Youth Policy Committee, Orion Vasilas -- MTSS Coordinator

Assessment of School Safety

Annual Report of the status of the plan given to: CHYBA School Board, Parent Advisory Committee, Trinity County Office of Education

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

At California Heritage YouthBuild Academy, our administration and staff prioritize creating a secure and positive environment for every student, both inside and outside the classroom. For the 2022-2023 academic year, we welcomed Orion Vasilas to our team. One of his primary objectives is to safeguard the school against internal and external threats while supporting our ongoing progress towards enhanced safety. These efforts continue to be in-place.

We strive to provide an orderly, compassionate, and unbiased learning space where students can feel at ease, take pride in their school, and celebrate their individual achievements. Our team is dedicated to instilling values of equality, human dignity, and mutual respect. We employ cooperative learning strategies that promote positive interactions among students from diverse backgrounds, fostering a harmonious classroom environment.

Students are given opportunities to express their concerns about school policies and practices, playing an active role in solving problems that affect their school environment, facilitated through initiatives like the Youth Policy Committee, surveys, and Community Circle Sessions. Our staff acknowledges and rewards student success, community project participation, and positive conduct.

We maintain an open-door policy, encouraging students (and their families) to communicate with the administration and counselors, especially in conflict situations. This approach ensures every student's voice is heard, and we provide mechanisms like witness statements and anonymous reporting for students to document their experiences.

With Orion Vasilas' expertise and our comprehensive approach, we are committed to not only maintaining but continuously improving a safe, inclusive, and nurturing environment where every student can thrive academically and personally at California Heritage YouthBuild Academy.

For the 2024-2025 Academic year we have implemented a multi-day De-Escalation training for all staff which informs, coaches, and evaluates them on multiple categories of de-escalation.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse can be defined as, but is not limited to:

A physical injury which is inflicted on a child by another person other than by accidental means.

The sexual abuse, assault, or exploitation of a child. The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.

The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

The willful harming or injuring of a child or endangering of the person or the health of a child where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children or an administrator or employee of a public or private school or other institution or agency.

Regardless of internal procedures, suspected child abuse must be reported immediately by calling the Child Protective Services 24-hour hotline (530) 225-5144, or local law enforcement. This must be followed by a written report within 36 hours of receiving the information concerning the incident (Suspected Child Abuse Report PC 11166) and submitted to the same agency.

As a mandated reporter you are responsible for reporting, not investigating suspected abuse.

Mandated reporters are guilty of a misdemeanor and may be subject to civil damage suits if they fail to report. The mandated reporter must give his or her name when reporting known or suspected child abuse to a child protective agency. The reporter's name is confidential; however, it may be disclosed only in very limited situations, as provided by law.

When making a report, it is necessary to provide the name of the child, the present location of the child, the nature and extent of the injury, and any other information that led to the report being made.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Like most YouthBuild programs, the CHYBA campus is located on a nontraditional school site(s). We utilize different communication modalities based on the nature of an emergency/incident, with one specific goal: Expedite and broadcast school wide communication with school wide safety being the main outcome.

Adaptations for Students with Disabilities

Emergency Evacuation Guidelines for Individuals with Disabilities

Purpose:

To prioritize and effectively manage the evacuation of individuals with disabilities during emergencies, ensuring their safety and addressing their specific needs.

Key Guidelines:

Buddy System Implementation:

Individuals with disabilities should establish a pre-planned buddy system, instructing a coworker or supervisor on how to assist in various emergency scenarios.

In absence of immediate assistance, remain near stairwell landings or elevator lobbies, and continue signaling for help until rescue personnel arrive.

Those with voice or speech impairments are encouraged to carry a whistle or similar device to attract attention.

Evacuation Policy:

School staff are required to be familiar with evacuation procedures for individuals with physical and sensory disabilities.

High priority is given to the evacuation of individuals with disabilities. Single-person evacuation is a last resort.

During an evacuation, check on individuals with special needs, verify if they have a buddy, and ensure their safe exit.

Always consult with the individual on how to best assist them, considering any special requirements or items that need to accompany them.

Active Shooter Preparedness for Individuals with Disabilities:

Develop a buddy system for evacuation or concealment strategies.

Pre-plan escape routes and practice them, including locating exits and securing areas.

Coordinate with management and coworkers on assistance methods for concealment.

Utilize assistive devices or medical equipment to enhance security in hiding spots.

Practice self-calming techniques and identify potential improvised weapons within individual capability.

Roll Call System:

Integrate a roll call system into the emergency plan to account for all staff at a designated safe location or assembly point.
Maintain a specific list of students with disabilities, including recommended accommodations.
Ensure law enforcement and first responders are briefed on effective communication with individuals with disabilities during and post an active shooter event.
Instruct individuals to remain at a safe location until law enforcement confirms it is safe to leave and all necessary interviews are conducted.

General Policy:

In all emergencies, individuals with disabilities should be positioned near doorways for easier exit, when possible. Staff must be trained and prepared to assist in the evacuation of these individuals, taking into account their unique needs and circumstances. This policy aligns with our commitment to inclusivity and safety for all members of the school community.

Additionally, To enhance our commitment to student and staff safety, new procedures will be implemented to address sudden cardiac arrest incidents effectively. These procedures will align with the latest health and safety guidelines to provide immediate care during such emergencies. In addition to current training with Vector Schools, training will be provided to selected staff members on the recognition of cardiac arrest symptoms and the proper use of automated external defibrillators (AEDs), ensuring a rapid and informed response to save lives.

Public Agency Use of School Buildings for Emergency Shelters

In the event of a disaster and at the request of the local government or an agency, such as the Red Cross the CHYBA board shall grant the use of school buildings, grounds, and equipment for the purpose of shelter, and care of affected individuals.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Within our MTSS, CHYBA utilizes restorative justice/restorative practices in one of the PBIS tiers. CHYBA has been successful in averting suspensions and expulsions. However, CHYBA does recognize and follows the State's mandatory expulsion guidelines. Students are made aware of offenses that require suspendable, and or expellable offenses.

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.

(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

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

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

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

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

(ii) A post on a social network internet website, including, but not limited to:

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

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

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

(iii) (I) An act of cyber sexual bullying.

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

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

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

SEXUAL HARASSMENT-PERSONNEL

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of having a negative impact upon the other individual's work or has the purpose or effect of creating an intimidating, hostile or offensive work environment; or the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive work environment or to limit the individual's ability to participate in or benefit from an education program or activity

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district. Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a nonemployee, in the work or educational setting, include but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendos, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; or sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

SEXUAL HARASSMENT-STUDENTS

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of the types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoon, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumor
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Bullying based on gender, gender identity, or gender expression

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress Code

All students of California Heritage YouthBuild Academy will dress appropriately. Your dress reflects the quality of our school and your commitment to your future. Clothing should be adequately modest so as not to cause a distraction. It is possible that you may come to school wearing clothing that is not outlined in the CHYBA Dress Code. However, if the staff feels like what you are wearing is a distraction to student learning you may be asked to change your clothes. The following are general dress code guidelines:

- Muscle shirts, excessively ripped or loose clothing, bandeaus, bare midriffs or tops that are strapless, see through, off the shoulder, backless, or having plunging necklines are not permissible.

- Shorts, skirts and dresses must be a suitable length. We do not prescribe to the “fingertip test” as a general rule. However, shorts must be school appropriate. Any clothing considered inappropriate will not be permitted.
- Students will be asked to change if a hole in any clothing item is deemed too large or inappropriate by staff.
- No clothing or accessories that:
 - o Contain message that are sexually suggestive, promote violence/intolerance or potentially incite conflict
 - o Denote/advertise gang affiliation, cult affiliation, or any profane or racially offensive item Advertise alcohol, tobacco, drugs, etc.
 - o Advertise gang affiliation (e.g. bandanas, doo rags, etc.)
 - o Dog collars, spikes, heavy chains, and dog chains are not to be worn as jewelry
 - Shoes must be worn at all times. Open toed shoes are permitted unless deemed a safety concern (workshop, construction, cooking, etc.)
 - Excessively sagging pants are not permitted. Undergarments must be covered
 - Hats are permitted indoors but they must be worn forward

Students are expected to wear clean clothing that does not create a distraction, pose a safety or hazard for the activities in which the student will engage in during school hours. CHYBA will provide loaner clothing that is clean and in good order in the event a student requires alternate clothing to stay in school should the student not have alternate clothing for the day.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

California Heritage YouthBuild Academy takes pride in being a school that has a mission to provide a safe environment for all students, parents, and school employees. Our school will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies.

Transportation:

CHYBA offers limited transportation in CHYBA owned passenger vans. Drivers perform a basic walk around of the van, checking for any visible concerns that can affect drivability prior to daily operation/student pick up.

Drivers perform the same walk around at the end of the day.

Vans and other CHYBA vehicles have a maintenance schedule for mechanical and cleanliness.

CHYBA follows neighboring districts inclement weather driving conditions that include fog, snow and other road conditions deemed unsafe for operation and will cancel transportation accordingly.

Driver and passengers are expected to wear seatbelts. All students/passengers are expected to be mindful to not engage in any behavior that takes the driver's attention from the road.

Students are aware that CHYBA school rules apply from the moment they board the van to the moment they are dropped off at their residence at the end of the day.

Students/passengers are aware that CHYBA has the option to terminate transportation at any moment.

Site arrival/departure:

All students and visitors are expected to check in at the front desk with the worker of the day upon arrival and check out at the front desk with the worker of the day upon departure.

All exits are clearly marked and free from clutter.

Site evacuation maps are clearly posted on the wall.

Students are expected to follow school rules found in the student parent handbook.

All visitors are expected sign in, and wear a visitor badge from arrival, upon signing out visitors are to return their visitor badge to front desk worker of the day.

***COVID-19 Provisions:**

Screening

Enhanced health screenings and wellness checks should be performed by parents and school staff before school and during the school day. Staff should assess their own health and self-isolate if they are displaying symptoms or feeling ill.

Health screenings and wellness checks to include, but not limited to, the following:

- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and/or adults experiencing these symptoms should not attend school.
- Staff will conduct informal visual wellness checks as students enter and throughout the day.
- Students or staff who are determined during the school day to have flu-like symptoms will be isolated as soon as possible and required to be picked up by parent/guardian.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

CHYBA provides all students a safe and orderly physical plant that promotes a positive school environment that is conducive to learning:

CHYBA prides itself with clean facilities from classrooms to restrooms. Facilities are clean, and free of graffiti.

The campus is well lit with both natural light and fluorescent lighting. Learning areas are free of clutter, work orders are completed in a timely fashion.

Facility Inspection Tool (Fit) School Facility Conditions Evaluation was conducted with CHYBA receiving an Overall Rating percentage of 93.75% (Good).

Element:

Students and staff take pride in keeping a clean and orderly campus. Students assist with daily organizing of desks, computers, books, and picking up of visible trash.

Students are members of a decluttering committee chaired by staff. The committee meets regularly, sets short term maintenance goals and long-term decluttering projects.

Every afternoon all staff still on campus (not driving students home) at the end of the school day, participate in sanitizing each student's work station. Students devices get sanitized and charged every other day. The 2022-2023 academic year saw the addition of Jacob Wegner, a dedicated groundskeeper, who ensures that our campus and grounds stay maintained and clean.

Opportunity for Improvement:

Our most recent Facility Inspection Tool found that, even though we achieved a rating of "good", there are reported instances of dirty/stained carpeted floors and walls needing paint/repair at our 8544 Airport rd. site.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To improve the cleanliness of the carpeted floors at 8544 Airport rd., Redding, CA	Have the carpets professionally cleaned in December and August of each year.	All-American Carpet Cleaning Services	Chelsea Martinez	2025-2026 Facility Inspection Tool
To improve the painting and repair needs of the walls at 8544 Airport rd., Redding, CA	Have the walls painted and repaired each summer by CHYBA CTE Construction.	CHYBA CTE Construction	Robert Waterman	2025-2026 Facility Inspection Tool

Component:

CHYBA staff and students work together to provide an environment of mutual respect, with a commitment to personal accountability and positive citizenship.

Element:

Members of the teaching staff have been taught the Capturing Kids Hearts, multiple program and elements of that program have been implemented and are supported throughout the school year.

PBIS: CHYBA has a well defined tiered system of support designed to assist students with daily and long term behavior goals.

Restorative Justice: CHYBA strives in guiding the student to positive behavior outcomes rather than top down consequences.

CHYBA implements SEL curriculum and positive behavior messaging in an effort to create and sustain predictable expectations and consequences that empower CHYBA students to make good decisions every day.

Opportunity for Improvement:

To improve the De-Escalation skills of all CHYBA staff members, and to ensure that all CHYBA Staff receive a multi-day, multi-category, de-escalation training each year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To improve the De-Escalation skills and methods of all CHYBA staff members.	Provide a multi-day, multi-category de-escalation training to all CHYBA staff each year.		Ryan Franco	End-of-Training Gimkit formatted examination for all staff with a 70% competency.

Component:

CHYBA staff and students work together to provide an environment that supports personal academic perseverance, excellence, and graduation success.

Element:

Students work individually and in small groups and have access to credentialed teachers throughout the day for review, reteach and retake academic material.

There is an academic RTI hour Monday through through Friday. with a two-hour block offered on Wednesdays.

CHYBA's master schedule allows for credit recovery during the traditional school day.

CHYBA staff meet every week to discuss individual students, and any barriers or challenges that they might be facing. During this meeting we also schedule targeted interventions to ensure that CHYBA staff implement impactful strategies for our students.

Opportunity for Improvement:

CHYBA staff can improve their level of collaboration and execution when it comes to the RTES, Response to Engagement System.

This system implements data based checkpoints and interventions for all students at CHYBA to ensure equitable and effective academic support.

Objectives	Action Steps	Resources	Lead Person	Evaluation
CHYBA staff can improve their level of collaboration and execution when it comes to the RTES.	Work to implement the first level of the RTES for all CHYBA students before moving to the next level of intervention.		Addison Gillam	Monitor the movement of STAR Test scores and Graduation Rates.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

California Heritage YouthBuild Academy Student Conduct Code

The staff and administration of CHYBA expect all students to adhere to all rules inside and outside the classroom. Discipline is essential to maintaining a positive and effective learning environment. Our student conduct code is included in our student parent handbook. CHYBA follows state guidelines pursuant to Ed Code 35291 and Ed Code 35291.5.

Conduct Code Procedures

It is the responsibility of the school to provide students the opportunity to develop their talents, capabilities and interests, to insure their safety, and protect their rights in a climate reflecting high standards of good citizenship. It is the responsibility of the students to develop self-discipline, respect for others and an acceptance for the consequences of their own behavior. They are expected to diligently pursue the required course of study, comply with all rules and regulations and to respect the authority of the school staff. The school, the parents and guardians are partners in promoting and maintaining acceptable social and moral standards of conduct. Each school has rules of conduct that all students are expected to follow when they are in the halls, offices, cafeteria, and on the school grounds or other outside areas (job sites).

We involve students in the school's expected student conduct code. Youth Policy Committee reviews CHYBA's discipline matrix, YPC suggests changes to the discipline matrix and PBIS process. Youth Policy Committee is actively involved in Restorative Justice and the entire adoption of CHYBA'S Student Conduct Code.

In the 2023-2024 school year, California Heritage YouthBuild Academy proudly continues the RTBS (Response to Behaviors System), a transformative approach to behavior management. Integrating key aspects of Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), Trauma-Informed Care, and Restorative Practices, the RTBS is designed to holistically nurture student conduct. The system emphasizes clear, well-communicated behavioral expectations, visible in every school area, ensuring that all students understand what is required of them. It also includes well-defined responses and consequences for behaviors, fostering a fair and consistent approach to discipline.

Central to the RTBS is the empowerment of students to make informed and positive choices, facilitated through access to mental health resources and skill development. This aspect includes counseling services and workshops on emotional intelligence and conflict resolution, addressing the wider needs of our students. Additionally, the RTBS incorporates a rigorous documentation and tracking system, ensuring transparency and accountability in managing student behavior. This comprehensive system not only maintains order but also supports the emotional and social growth of our students, reinforcing our commitment to creating a respectful and empathetic school community.

SUSPENSION FROM SCHOOL

Suspension is the temporary removal of a student from regular school activities imposed for adjustment purposes. Suspensions may take two forms: In-House and Off Campus (out of school). A student receiving an In-House suspension will be assigned to work outside of his/her regular classroom and will not be allowed to participate in regular school activities on the date(s) the suspension is assigned. A student receiving an Off-Campus suspension is not allowed to be on campus before, during and after school, nor may he/she participate in any district activities off campus (e.g., Construction) for the duration of the Suspension.

Except in emergencies, suspension is preceded by an informal conference at which the student is informed of the charges of misconduct and is given the opportunity to present his/her version of the facts and evidence in his/her defense. Suspensions may be imposed for up to 5 days for each offense. The length of the suspension will be determined by the Principal. The parent/guardian will be required to attend a formal conference and/or classes.

EXPULSION FROM SCHOOL

When expulsion is recommended by the school and district administration, the student and his/her parents or guardians will be notified of their rights, including their right to appear and to be represented by counsel. The CHYBA Board of Trustees will serve as the hearing panel. Their decision will be final.

Expulsion may be ordered for violations listed under "Grounds For Disciplinary Action" if other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or if, due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expulsion must be ordered for violation of the following offenses on school property or at a school-sponsored activity: 1) possessing, selling or furnishing a firearm; 2) brandishing a knife at another person; 3) unlawfully selling a controlled substance. The student shall be expelled for a period of one year for these violations and be referred to an appropriate alternative school program, if available.

MANDATORY PENALTIES

A five-day suspension and recommendation for expulsion is mandatory for any student who: 1) brings any firearm, knife, explosive or other dangerous object to school, 2) attacks or menaces a District employee, 3) causes serious physical injury to another person, 4) sells drugs or other controlled substances, or 5) commits robbery or extortion at school. In such cases, the offense must be reported to the Sheriff's Department and the student and his/her parent/guardian must be referred to a District Discipline Hearing Panel for an expulsion hearing.

GROUND FOR DISCIPLINARY ACTION

Students involved in any act of misconduct listed below while on school property, while attending a school-sponsored activity, or when going to or from school, may be assigned detention, suspended, or expelled.

Causing, attempting or threatening to cause physical injury to another person.

Possessing, furnishing or selling a firearm*, knife, explosive or other dangerous object.

Unlawfully possessing, selling, furnishing, using or being under the influence of any illegal drug, alcoholic beverage or intoxicant.

Arranging the sale of a controlled substance*, alcoholic beverage or intoxicant of any kind.

Committing or attempting to commit robbery or extortion.

Causing or attempting to cause damage to school or private property.

Stealing or attempting to steal school or private property.

Possessing or using tobacco or tobacco products.

Committing an obscene act or engaging in habitual profanity or vulgarity.

Unlawfully selling or offering to sell any drug paraphernalia.

Comprehensive School Safety Plan 16 of 35 3/4/20

Disrupting school activities or willfully defying the authority of school personnel.

Knowingly receiving stolen school or private property.

Possessing an imitation firearm.

Committing sexual harassment.

Causing, attempting to cause, threatening to cause or participating in an act of hate violence.

Intentionally engaging in harassment, threats or intimidation of another student or group of students.

* Mandatory expulsion

(K) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, CHYBA desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

CHYBA provides all students a clear and concise overview of our discipline policies and expectations. Both at time of enrollment and at the start of every school year. CHYBA utilizes PBIS with a Restorative Justice/Restorative Practices component built within the PBIS tiers. However, all incidents that fall under the category of hate crimes are actively pursued and documented. Students are aware that school interventions can be used by law enforcement/the courts in the event the nature of incident warrants it.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(J) Procedures to Prepare for Active Shooters

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

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

Act immediately if you or your students:

hear a sound that might be gunfire.

see something that looks like a weapon being carried or used on or near the campus.

sense any other indication of active shooter / armed assailant threat.

Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.

Be decisive. Communicate your plan to your students and act quickly.

Call 911 and the School Office as soon as it is safe to do so.

Options: Run, Hide or Fight

Run: If you can get yourself and your students safely away from danger, do so immediately.

Do not evacuate unless you...

know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

and can visualize a route that will get your students and yourself safely off campus.

Don't carry anything with you.

Police may mistake an item in your hands as a weapon.

Leave everything behind.

If you encounter people along the way...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

Place terrain and buildings between you and the assailant to cover your escape.

Keep going until you are certain you are out of danger.

Call 911 as soon as it is safe to do so.

Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

Lock the doors

Close and lock windows and close blinds or cover windows;

Turn off lights;

Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;

Silence all electronic devices;
Remain silent;
Position occupants spread out and out of line of site from room entrance.
Prepare to take action if the assailant attempts to get in the room;
Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
Call 911 as soon as it is safe to do so.
Remain in place until evacuated by identifiable law enforcement officers.

FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
Construct a strong barricade.
If you have another way out (a window or back door) use it while the assailant is attempting to get in.
If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

Provide as much information as possible (slow down – be calm):
State the emergency: “I hear gunfire.” “I saw...”
Give information on people who are wounded.
Location of the assailant (if known):
Description of the assailant (if known):
Your precise location: “room ____”
The number of children with you:
Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

Special Topics

Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

Run – If you encounter injured persons while you are trying to get out of danger...
And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.
As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

Law Enforcement: If you encounter law enforcement officers...
Immediately raise your hands in the air and display your open palms.
Don’t run up to officers or attempt to hug or talk to them.

Don't talk unless they ask you a question.
Do exactly what they tell you to do.

Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Follow the All Staff guidance described above.

Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.

Include as much actionable information on the announcement as possible.

Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."

Notify the district office after you call 911.

If possible assist emergency personnel.

Assist police in entering the school;

Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

Emergency Operations Center (EOC)

Activate the district's Emergency Operations Center

Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification

The Operations Section should prepare an off-site evacuation site for reunification.

This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.

Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.

School staff and students will remain in lockdown until evacuated on a room by room basis.

Buses should be placed on standby for evacuation.

Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

Crisis Intervention

A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

This team will also provide ongoing support throughout the recovery phase of the emergency response.

Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.

Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Anti Bullying

California Heritage YouthBuild Academy has determined that the following is the definition of what Bullying is, and who will be considered to be a Bully.

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself.”

(California Education Code sections 200, 220, 233, and 48900.3 require all schools to address issues of bullying and to intervene and to assign appropriate consequences whenever bullying occurs)

NOTE: This includes electronic bullying and all forms of social media and electronic/digital communication.

Here at CHYBA we utilize STOPit an anonymous reporting system for bullying and other school safety concerns. STOPit is an online based platform that allows reporting of any type of harmful or inappropriate behavior and instantly and anonymously connects students with the staff who can resolve school safety issues.

Opioid Prevention and Life-Saving Response Procedures

Comprehensive School Safety Plan: Opioid Overdose Response Protocol

Naloxone Hydrochloride (Narcan) Administration:

In alignment with the District's commitment to student safety, we have provided naloxone hydrochloride, commonly known as Narcan, to our school nurse and other trained personnel. These individuals, who have volunteered for this responsibility, are authorized to use naloxone hydrochloride or other opioid antagonists in emergencies. This measure is aimed at providing immediate aid to individuals suspected of suffering from an opioid overdose.

Procurement and Training:

In compliance with California Education Code 49414.3, the district ensures the annual dissemination of training details to all staff, highlighting the protocols and procedures for emergency situations involving opioid overdoses.

Volunteer Designation and Training:

Each school, both public and private, within the state is encouraged to appoint one or more volunteers for specialized training. This training, which includes both initial and annual refresher courses, focuses on the proper storage and emergency administration of naloxone hydrochloride or an alternative opioid antagonist. The training is conducted by the school nurse or another qualified individual appointed by an authorizing physician.

Opioid Overdose Protocol:

In the event of a known or suspected opioid overdose, or if a life-threatening emergency is identified, the following symptoms should be observed:

Respiratory distress: Slow, shallow, or erratic breathing, snoring, or gurgling sounds

Pulse irregularities: Slow, erratic, or absent pulse

Mental state: Unconsciousness, minimal responsiveness, limp body, unresponsiveness to pain

Skin appearance: Pale, blue, gray, or ashen color; clammy skin; blue or purple lips or nail beds

Emergency Steps:

Assess consciousness: Shake, shout, and apply a sternal rub to gauge responsiveness.

Initiate emergency response: Call 911 and report the individual's breathing status.

Provide immediate assistance: Administer CPR, rescue breaths, or use an AED if the person is unresponsive.

Apply opioid antagonist: Follow the manufacturer's instructions for administration.

Monitor the individual: If breathing, position them on their side and continuously check their breathing and pulse until emergency services arrive.

Second dose: If there is no response within 2-3 minutes, administer a second dose of naloxone.

Continue monitoring: Support the patient until the arrival of emergency medical services.

Notify relevant parties: Inform the parent/guardian and the school nurse.

Follow reporting protocols: Document the naloxone administration as per school policy.

Conduct a debrief: Organize a debriefing session at the school following the incident.

This protocol is an essential component of CHYBA's comprehensive school safety plan, ensuring preparedness and prompt response in opioid-related emergencies.

Response Procedures for Dangerous, Violent, or Unlawful Activities

CHYBA Charter High School Emergency Response Plan: Handling Dangerous, Violent, or Unlawful Activities

Purpose:

This document serves as CHYBA Charter High School's specific action plan for responding effectively and efficiently to dangerous, violent, or unlawful incidents on campus or in its immediate vicinity, in strict accordance with California Education Code guidelines.

1. Incident Identification and Initial Response:

Immediate Action: Upon recognition of a threat, staff must instantly alert the main office using the school's designated emergency communication channel.

Lockdown Procedure: If the threat is internal, initiate a full lockdown. For external threats, execute a shelter-in-place order.

Lockdown kits are available in each classroom.

Emergency Services Notification: The principal or designated staff member will call 911 and provide detailed information about the nature and location of the incident.

2. Emergency Communication:

Staff and Student Alert: Use the GroupMe system to announce the nature of the threat, following pre-established code words to indicate the type of emergency.

Parental Communication: Activate the school's emergency notification system to send concise, factual updates to parents/guardians.

Media Management: The Principal or a designated spokesperson will handle all media inquiries to ensure consistent messaging.

3. Safety and Security Measures:

Evacuation Plans: Clearly marked evacuation routes and exits are posted in every classroom. Drills are conducted bi-annually.

Designated Safe Zones: Identify and regularly communicate the locations of safe zones.

Roll Call System: Teachers are equipped with up-to-date class rosters for immediate roll call during emergencies.

4. Collaboration with First Responders:

Emergency Plan Sharing: Local law enforcement and emergency services have copies of the school's floor plans and emergency response protocols.

On-Site Coordination: Designate a staff liaison to coordinate with first responders upon their arrival.

5. Post-Incident Management:

Student Reunification: Utilize the Warehouse as a reunification center for students and parents, following a controlled check-out procedure.

Counseling Services: Post-incident, offer counseling sessions for students and staff, facilitated by trained professionals.

Incident Review: Conduct a mandatory post-incident meeting with staff and first responders to review response effectiveness and identify areas for improvement.

6. Regular Drills and Staff Training:

Emergency Drills: Conduct lockdown, shelter-in-place, and evacuation drills once each semester.

Staff Emergency Training: Annual training sessions for staff on emergency response, including first aid and crisis management.

7. Plan Review and Updates:

Annual Review: The Safety Committee will review and update this plan annually, or after any incident, to incorporate new insights and feedback.

This Emergency Response Plan is a dynamic document, subject to ongoing evaluation and improvement, ensuring that CHYBA Charter High School remains a safe and prepared educational environment.

Instructional Continuity Plan

Instructional Continuity Plan

1. Purpose

The purpose of this plan is to ensure the seamless continuation of high-quality education during emergencies or school closures. Our approach leverages established digital tools, dedicated staff, and robust family support to minimize disruptions, maintain academic engagement, and support students' emotional well-being.

2. Communication

Effective communication is essential for successful instructional continuity. During an emergency, our school will use multiple platforms, including email, phone calls, text messaging, and our school website, to keep families informed. Regular updates will provide clear instructions regarding schedules, device distribution, and available support services. Teachers will maintain consistent communication with students through virtual platforms to address academic progress and provide guidance.

3. Technology and Access

Our instructional program is anchored by Edgenuity, a versatile online curriculum that allows students to transition smoothly into a distance learning environment. To ensure equitable access, we will loan Chromebooks to any student who needs a device, supported by technical assistance for families experiencing connectivity or usage issues.

4. Instructional Delivery

All teachers are seasoned in distance education and are prepared to adapt their teaching methods to the virtual setting. They will continue their regular duties, including tutoring, grading, and facilitating live virtual sessions. Teachers will also employ innovative strategies to engage students and maintain a sense of classroom community, even in a remote environment.

5. Family and Student Support

Recognizing that emergencies can create barriers to learning, our Case Manager will provide personalized support to families. This includes helping families secure essential resources, addressing emotional challenges, and ensuring students are physically and emotionally ready to participate in distance learning.

6. Social-Emotional Well-being

In addition to academic instruction, we prioritize the social-emotional health of our students. Teachers will integrate activities that foster connection and well-being, while the Case Manager will work closely with families to connect them with external resources as needed.

7. Monitoring and Accountability

To ensure that students remain on track, teachers will monitor attendance, participation, and academic progress through virtual tools. Regular communication with families will provide updates on student performance and address any emerging concerns. Leadership will oversee the overall implementation of the plan to maintain alignment with school goals.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan or the documentation leading to the development of our Safety Plan is presented and reviewed by Youth and Policy Committee (CHYBA student group), by the CHYBA Parent Advisory Committee, CHYBA Admin team, and by the school board. A copy of the Safety Plan is made available to the public online, at the main CHYBA student campus and at the CHYBA Adult Center.

Safety Plan Appendices

Emergency Contact Numbers

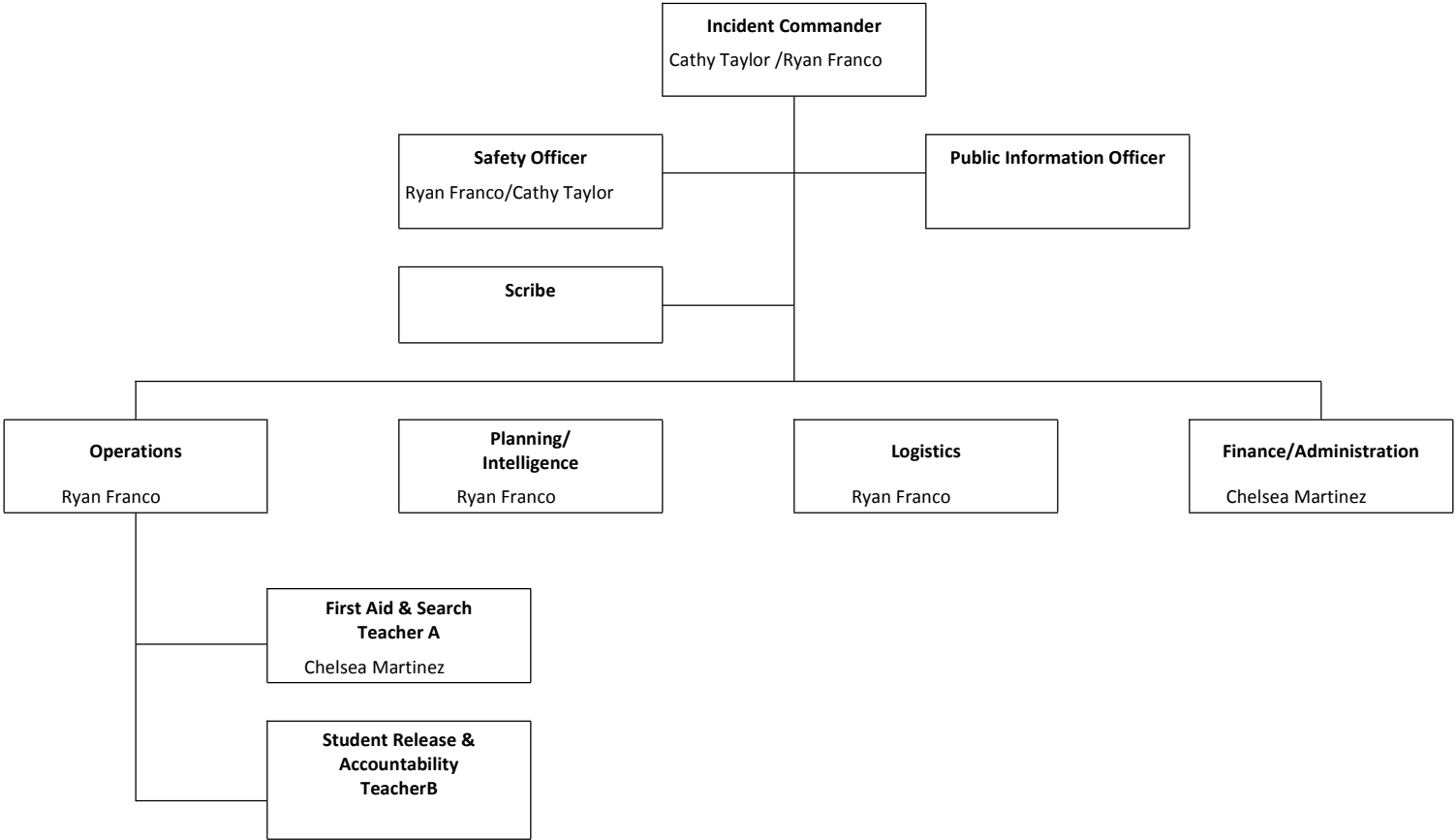
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Shasta County Sheriff	530 245 6025	
Law Enforcement/Fire/Paramedic	Shasta County Fire Department	530 225 2418	
Other	Hill Country Health and Wellness Center	530 241 4100	
American National Red Cross	American Red Cross of Northern CA	530 244 8000	
Public Utilities	Pacific Gas and Electric	800 743 5000	
Local Hospitals	Shasta Regional Medical Center	530 244 5400	
School District	California Heritage YouthBuild Academy	530 378 5254	
School District	Trinity County Office of Education	530 623 2861	
Law Enforcement/Fire/Paramedic	Redding Police Department	530-225-4200	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan to be reviewed by CHYBA/LEA School Board	2/28/25 7:30 AM - 9:30 AM	Monthly board meeting Agenda
Safety Plan to be reviewed by Trinity County Office of Education	03/01/25 By: 4:00 PM	

California Heritage YouthBuild Academy Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Due to its small size, a CHYBA staff member may have several roles within the SEMS process. The CHYBA Admin team (who make up the incident command system) have as a goal to train interested staff in the SEMS process. We believe that the better informed and involved the staff is the better we can serve and protect the CHYBA students.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to any emergency is to determine the type of emergency. To include the 18 different types of emergencies listed in the next section.

Step Two: Identify the Level of Emergency

Level 1 Emergency:

Minor emergency that is handled by school personnel without the need of any support from outside agencies. To include minor injuries, disturbances.

Level 2 Emergency:

A moderate emergency that requires assistance from outside agencies. To include nearby structure fire, a credible bomb threat.

Level 3 Emergency:

A major emergency event that requires assistance from outside agencies. Such as a fast moving wildfire, major earthquake

Step Three: Determine the Immediate Response Action

Duck and Cover: Students and staff protect themselves by crouching under a table, desk or chair until danger passes.

Shelter in place: Students and staff are kept indoors in order to isolate them from the outdoor environment. This response can include shutting off the heating and air system.

Lock down: Students and staff are kept in a designated locked area until danger has passed, such as a mountain lion or any intruder on campus.

Evacuate building: Students and staff are escorted outside to an assembly area if remaining indoors is deemed unsafe.

Evacuate Campus: Students and staff are escorted to a predetermined off campus site when and if staying on the school campus is deemed to be unsafe for staff and students.

All clear: Notification given signaling to staff and students that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Duck and cover: Upon identifying the need, staff will use the school wide communication system to instruct staff and students to move into a duck and cover position, crouching under a table or desk until the danger passes. The factor of time is crucial with this response, getting the message out immediately is paramount.

Shelter in place: Upon identifying the need, staff will use the school wide communication system to instruct staff and students that they are to stay indoors until further notice even if the heating and air system is shut off.

Lock down: Upon identifying the need, staff will use the school wide communication system to instruct staff to lock all external doors, close any open windows, close curtains and keep all students away from windows and doors.

Evacuate building: Upon identifying the need, staff will use the school wide communication system to vacate the building and to proceed to the outside assembly area.

Evacuate campus: Upon identifying the need, staff will use the school wide communication system to instruct staff to follow the campus evacuation procedures, that reminders to staff of predesignated off campus assembly area, procedures for vehicle loading and unloading of student/passengers.

All clear: Upon identifying the need, staff will use the school wide communication system to notify staff and students that normal school operations may resume.

Types of Emergencies & Specific Procedures

Aircraft Crash

Contact an administrator and call 911

Decide whether to evacuate building

Move to an area of safety and maintain control of students; caution students to stay clear of debris or other hazards

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus and inform law enforcement

Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Animal Disturbance

Contact Administration

Notify Shasta County Animal Regulations 530-245-6065

In case of an emergency call 911

Lock down campus/classrooms. Exclude outside activities. Continue normal classroom teaching activities

Take attendance and injury information; list name(s) of injured, nature of injury, and the location of the injured (room number and/or other location)

If safe to do so, lead first-responders to injured person(s).

Document activities - video or photography

Resume school activities only after the campus has been inspected and determined safe by proper authorities

Convene a Crisis Intervention Team; list names of counselors or other trained staff

Armed Assault on Campus

Contact an Administrator and call 911

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area

- Information on Students in the area

Lock down campus/classrooms

Is evacuation warranted? If so, plan specific routes

Take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location)

Document activities - video or photography

Coordinate with law enforcement and District Office before notification of family for injured, hostage, killed

Convene a Crisis Intervention team; list names of counselors or other trained staff.

Biological or Chemical Release

Contact an Administrator and call 911

Based on conversation with fire officials, decide whether to evacuate building(s)

Inform Faculty

Move to an area of safety and maintain control of students; caution students to stay clear of hazardous materials

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform police and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Bomb Threat/ Threat Of violence

Contact an Administrator and call 911

Use the "Bomb Threat Questionnaire" to record information about the call; provide this information to Law Enforcement

Is evacuation warranted? If so, plan specific routes. Follow evacuation procedures

Decide whether to inform faculty

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Have the building custodian report to the Command Post

- Provide the following information to the safety officials:
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform police and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

Avoid publicizing "scare"

Always have a debriefing or after-action meeting.

Bus Disaster

CHYBA does not utilize school busses but does use vans to transport students.

In the event of a severe CHYBA student transport vehicle accident, the driver (if able) will:

Notify an Administrator and call 911

Check for injuries

Call CHYBA with the accident location and report any injuries

Secure vehicle and display warning signs

Keep all students in the van, unless it is unsafe to do so. If a threat of fire exists, move everyone to a safe location

Administer first aid, if necessary

Account for all students. Record extent of all injuries.

Complete necessary incident report(s)

CHYBA Admin, or designee will reach out to parent/guardians of potentially affected students detailing the basics of the accident, and determine next possible steps, to include but not limited to reaching out to Hill Country and other agencies for counseling support services in the event it is warranted

Disorderly Conduct

Violence or threat of physical harm to staff or students not involving a dangerous weapon or firearm.

Contact an Administrator and call 911

Control the scene

Is evacuation warranted? If so, plan specific routes

Take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location)

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Lock down campus/classrooms

Document activities - video or photography

Coordinate with law enforcement and District Office before notification of family for injured, hostage, killed

Convene a Crisis Intervention team; list names of counselors or other trained staff.

Earthquake

Activate the Emergency Management Staff

Establish the Command Post in a safe location

Contact with local authorities either directly or via the City's EOC; report situation and likely support needs for the next 24-48 hours

Prepare for aftershocks

If buildings are unsafe, the students should be held on an evacuation field or in a safe building on the school grounds; parents should be informed that students will be cared for at school and must not rush immediately to the school or attempt to telephone; all roads and communication lines must be held open to facilitate emergency needs.

Explosion or Risk Of Explosion

Contact an Administrator and call 911

Decide whether to evacuate building(s)

Move to an area of safety and maintain control of students; caution students to stay clear of buildings, trash cans and lockers

Inform Staff

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area
- Pre-Fire plan

Plan possible evacuation routes away from the campus; inform law enforcement and first responders

Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Fire in Surrounding Area

Contact an Administrator and call 911

Determine situation and location and potential threat of fire

Evacuate students, staff and others; account for any missing people

CHYBA Admin or designee will choose safest predetermined off campus site:

Faith Tabernacle Assembly (North Site)

8595 Airport Road

Valley Christian Fellowship (South Site)
3180 Rancho Rd

Shasta County Office of Education Professional Development Center
2985 Innsbruck Dr, Redding, CA 96003

CHYBA Admin or designee will communicate the selected off campus site to all staff on site and off site staff

Prior to leaving campus:

Front office worker of the day will take a copy of day attendance, group advisors will take a copy of advisor group attendance for the day

It will be communicated to students that due to potential hazard or risk there is a need evacuate the campus

Procedures for leaving campus:

Students will load into CHYBA vehicles in orderly fashion

Staff will insure to have attendance

Admin will sweep the campus one last time to insure that no student or staff are still in the buildings or on site

CHYBA Admin or designee will take a hard copy of all enrolled students

Load epi pen(s) student medications/first aid kit

Upon arrival to off site location:

Students will unload from CHYBA vehicles in an orderly fashion and line up by advisor.

Advisor will take attendance and compare site attendance to off site attendance

Advisor will report off site attendance and discrepancies to CHYBA Admin

Off campus staff will text, email or ParentSquare attendance of students off campus

In an effort to account for all students CHYBA Admin and or designees will compare all daily attendance and enrollment attendance and reach out to absent/unaccounted students and their families

Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Fire on School Grounds

Contact an Administrator and call 911

Determine situation and location and potential threat of fire

Evacuate students, staff and others; account for any missing people

Inform CHYBA Suites of the situation

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Pre-Fire Plan
- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform law enforcement and District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Flooding

Contact An administrator and call 911

In consultation with the local officials, decide to evacuate the school site; inform police and fire officials of any missing people

Plan possible evacuation routes away from the campus; inform police and CHYBA Suites

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with law enforcement/fire

Provide the following information to the safety officials:

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area
- Pre-Fire plan

Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Loss or Failure Of Utilities

Notify an Administrator and call the District Office.

Teachers:

Stay calm and ensure the safety of the students.

Limit mobility of students.

Alert office of loss of utilities.

Principal:

Notify PG&E

Customer Service at: 1-800-743-5000

Online Outage Report at www.pge.com

Survey infrastructure for potential damage

Notify parents and transport students home in the event of an extended outage with the contingency plan of implementing distance learning.

Motor Vehicle Crash

Notify an Administrator and call 911

Check for injuries

Secure vehicle and display warning signs.

Keep all passengers in the vehicle unless it is unsafe to do so. If a threat of fire exists, move everyone to a SAFE location

Administer first aid, if necessary

Record extent of all injuries.

Complete necessary incident report(s)

Pandemic

Pandemic Response Plan

Objective: To establish a comprehensive framework for safeguarding the health and safety of students, staff, and the community during a pandemic while ensuring the continuity of essential educational and operational functions.

Preparedness and Planning:

Collaboration with Health Authorities: Establish ongoing communication with local health departments, the California Department of Public Health (CDPH), and the Centers for Disease Control and Prevention (CDC) to receive timely and accurate information.

Risk Assessment: Regularly update the risk assessment to reflect the potential impact of a pandemic on school operations, identifying critical functions and the individuals who perform them.

Prevention and Mitigation Strategies:

Health Education: Implement health education campaigns focusing on preventive measures such as hand hygiene, respiratory etiquette, and the proper use of face masks.

Vaccination: Promote flu vaccinations and other relevant immunizations for all eligible students and staff to reduce the spread of the virus.

Environmental Cleaning and Disinfection: Enhance cleaning protocols to include frequent disinfection of high-touch surfaces and common areas using EPA-approved disinfectants against the virus.

Response Actions:

Monitoring and Surveillance: Develop protocols for monitoring illness among students and staff, reporting to health authorities as required.

Isolation and Quarantine Procedures: Clearly define strategies for the isolation of sick individuals and quarantine of exposed individuals as advised by health authorities.

Continuity of Education: Utilize distance learning tools and techniques to ensure the continuity of education during school closures or periods of high absenteeism.

Support Services: Ensure that students' and staff's mental health and wellness are supported, with resources and referrals to appropriate services.

Recovery and Post-Pandemic Review:

Recovery Plans: Develop a phased plan for returning to normal school operations, aligned with health authorities' guidance, ensuring the well-being of the school community.

Lessons Learned: Conduct a post-pandemic review to evaluate the response and update the pandemic plan based on lessons learned and best practices identified during the pandemic.

Communication:

Transparent and Timely Information: Maintain transparent and timely communication with all stakeholders, including parents, students, staff, and the community, using multiple platforms.

Educational Materials: Provide educational materials in multiple languages to ensure all community members understand how to protect themselves and others from the spread of the virus.

Psychological Trauma

Crisis management at CHYBA specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence, the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies like those described above usually produce one or more of the following conditions

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

1. The school Administrator will initiate the Crisis Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Office.
5. The Crisis Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Crisis Team members will limit exposure to scenes of trauma, injury and death
7. The Crisis Team will provide ongoing assessment of needs and follow-up services as required.

CHYBA Admin, or the designee will contact the school board, TCOE, outside community agencies to assist with supporting students and staff in the following areas: Hill Country and TCOE for student and staff emotional/counseling support, School Board, TCOE to assist with composing a statement(s) for the school staff, school community (parents/students), and the media.

Suspected Contamination of Food or Water

Contact an Administrator and the District Office.

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by the District Office or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will call "911" (dial 9, 911), Public Health Department of Environmental Health Services (408-918-3400).
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator and the District Office will confer with Public Health Department before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Contact Public Health at 225-5591 or 225-3767 (after hours), if Public Health is not the notifying agency and provide pertinent data

Tactical Responses to Criminal Incidents

Procedures for Tactical Responses to Criminal Incidents

1. Incident Identification and Initial Actions

Assess the Situation:

Identify the type of criminal activity (e.g., armed individual, disorderly conduct, property damage).

Evaluate the level of immediate danger to students and staff.

Notify Administration:

Immediately contact the main office or designated emergency response team.

Provide concise information about the location, individuals involved, and nature of the threat.

2. Emergency Communication

Internal Communication:

Use pre-established codes (e.g., “Code Red” for lockdown) or alert systems to inform staff.

Broadcast instructions via the PA system or staff radios while ensuring clarity and calmness.

External Communication:

Notify local law enforcement or first responders by dialing 911, providing key details such as location and description of the incident.

Inform district leadership and initiate parent/guardian communication through automated messaging systems, as needed.

3. Lockdown, Shelter-in-Place, or Evacuation

Lockdown (for on-campus threats):

Lock all doors and windows, turn off lights, and direct students to remain silent and out of sight.

Do not open doors until cleared by law enforcement or administration.

Shelter-in-Place (for nearby threats):

Secure the perimeter and keep students and staff indoors, continuing activities away from exterior windows and doors.

Evacuation (for escalating threats):

Follow evacuation routes posted in classrooms and hallways.

Ensure all students and staff are accounted for and move to a designated safe location.

4. First Responder Coordination

Liaison Role:

Assign a staff member to coordinate with law enforcement and provide building maps, rosters, and access to security camera footage if applicable.

Site Preparation:

Ensure all critical information about the campus layout is readily available to first responders.

Identify staging areas for law enforcement and emergency medical personnel.

5. Post-Incident Management

Reunification of Students and Families:

Establish a reunification center, clearly communicate its location, and verify identities during student release.

Counseling and Emotional Support:

Provide access to school counselors or partner agencies to address trauma experienced during the incident.

Incident Review and Improvement:

Conduct a thorough debrief with all involved parties to identify successes and areas for improvement.

Update safety plans and procedures based on findings.

Unlawful Demonstration or Walkout

An unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure:

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator

The School Administrator will initiate appropriate immediate actions, which may include students remaining indoors in a "soft lock down"

The School Administrator will notify the Shasta County Sheriff's Department (530-245-6500)

If students leave campus, the staff in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.

Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School administrator.

Staff will close and lock classroom doors.

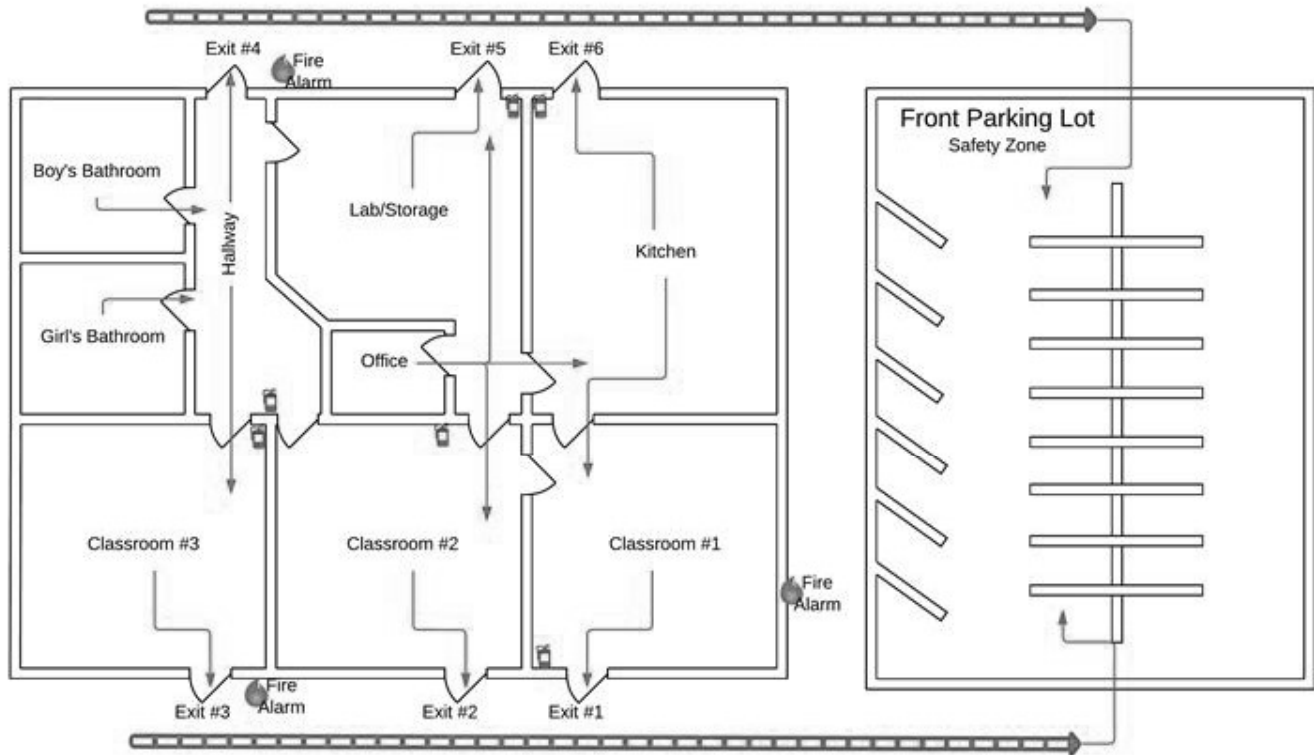
Students and staff should be protected from flying glass in the event windows are broken, by closing blinds in rooms so equipped.

The Accountability staff member should keep accurate records of events, convers

Emergency Evacuation Map

California Heritage YouthBuild Academy

Emergency Evacuation Plan
2960 Hartnell Ave, Redding, Ca 96002



Note: In case of an Emergency, immediately follow the red arrows to exit the building and go to the Front Parking Lot "Safety Zone" to await the arrival of Emergency Personnel.