



Chico High School

Safe School Plan
2024-25

Plan Approval Date: 9/16/2024 Amended: February 3, 2025

Planning Committee Members:

Safety Team Members Signature Page:



Chico High School

School Safety Plan

2024-2025

Title	Name	Signature	Date
Principal	Erica Sheridan		9-16-24
Assistant Principal	Brandon Kessler		9-16-24
Assistant Principal	Gary Story		9/16/24
Assistant Principal	Sara Pasillas		9/16/24
Office Manager	Terry Barth-Duch		9/16/24
Custodian	Nathan Hudson		9-16-24
Campus Supervisor	Carol Forayter		9/16/24
Campus Supervisor	Josh Collado		09/16/24
Campus Supervisor	Jay Apalit		9/16/24
Teacher Representative	Lukas Kennedy		9/16/24
Teacher Representative	Keith Rollins		9/16/24
Parent Representative	Jason Alvistur		9/16/24
Parent Representative	Shannon Hurd		9-16-24

Safety Plan approval date: School Site Council meeting Monday September 16, 2024

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

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

Chico High School Incident Response Team 2024-25

Title	Name
Incident Coordinator	Erica Sheridan, Brandon Kessler, Gary Story, Sara Pasillas
Incident Coordinator Assistant	Sara Pasillas
Scribe(s)	Molly Kodad
Operations/Logistics	Brandon Kessler
Operations/Logistics Assistant	Terry Barth-Duch
Safety	Gary Story
Liaison/Intelligence	Terry Barth-Duch, Sara Pasillas
Liaison/Intelligence Assistant	Heather Sandy
Public Information	Erica Smith CUSD

Responsibilities of Incident Coordinator: Erica Sheridan, Brandon Kessler, Gary Story, Sara Pasillas

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

Responsibilities of Incident Coordinator/Assistant(s): Sara Pasillas

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

Responsibilities of Scribe(s): Molly Kodad

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

Responsibilities of Operations/Logistics: Brandon Kessler

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

Responsibilities of Operations/Logistics Assistant: Terry Barth-Duch

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

Responsibilities of Safety/Logistics: Gary Story

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

Responsibilities of Liaison/Intelligence: Terry Barth-Duch, Sara Pasillas

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

Responsibilities of Public Information: Erica Smith CUSD

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

QUICK ACTION GUIDE

CATAPULT EMS ALERTS & EMERGENCY RESPONSE GUIDE



July 2023



CatapultEMS

Emergency Management System

CAUTION ALERT

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

ACTION ALERT

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

ACTION ALERT OPTIONS

CUSD HOLD



NO unsupervised movement outside of the buildings by students.

POLICE INITIATED SECURE



NO movement for students or staff outside of the buildings.

LOCKDOWN / BARRICADE



IMMEDIATE THREAT ON CAMPUS.

EVACUATE



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

EMS ALERTS AT A GLANCE

CAUTION ALERT

CAUTION ALERT

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

EXAMPLES

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

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

CAUTION

CUSD HOLD ALERT



CUSD HOLD

EXAMPLES

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

NO unsupervised movement outside
of the buildings by students.

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



CUSD HOLD

POLICE INITIATED SECURE



POLICE INITIATED SECURE

EXAMPLES

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

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

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



POLICE INITIATED SECURE

LOCKDOWN / BARRICADE



LOCKDOWN / BARRICADE

EXAMPLES

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

IMMEDIATE THREAT ON CAMPUS

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

During ANY event, COMMUNICATE via CatapultEMS.



LOCKDOWN / BARRICADE

EVACUATE



EVACUATE

EXAMPLES

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

Students and staff must immediately vacate the building

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



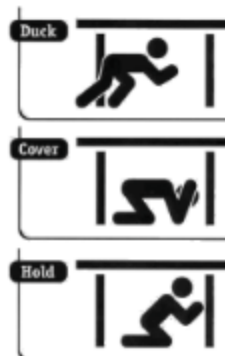
EVACUATE

EARTHQUAKE - ACTION

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

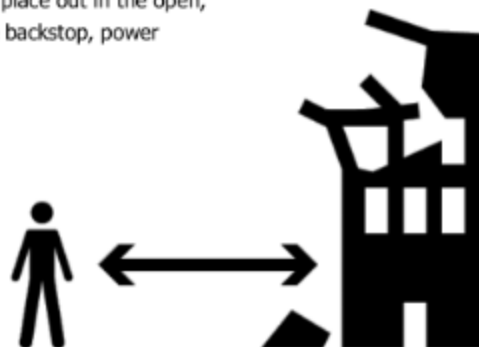
INSIDE SCHOOL BUILDING

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



OUTSIDE SCHOOL BUILDING

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



EARTHQUAKE

FIRE / EXPLOSION - ACTION

FIRE

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



EXPLOSION

The following actions should be taken when an explosion occurs:

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

FIRE / EXPLOSION

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

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

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

High-Intensity Drills

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

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

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, Chico High School ensures:

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

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

In the event of an unresponsive individual:

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

AED Availability

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

CPR and AED Training

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

Chico Unified School District

Emergency Procedures for Students with Disabilities

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

This includes students with physical impairments who may require:

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

Off-campus Evacuation & Reunification

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

School Name: Chico High School

Primary Off-campus Evacuation Site: Bidwell Mansion front lawn area

Evacuation Site Address: 525 Esplanade Chico

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

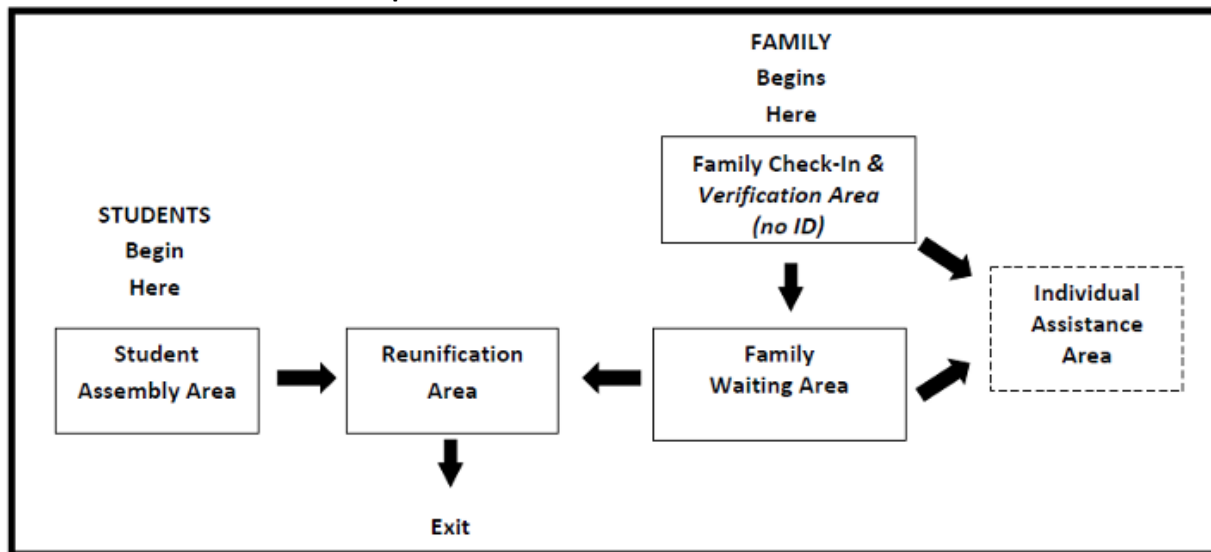
District administrators will work with local law enforcement to confirm the location for reunification.

Reunification Procedures

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

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

Release Process Flow Chart Example



Opioid Overdose Response Plan

All health offices on the secondary school sites in Chico Unified School District shall maintain on-site opioid-related overdose reversal medication. The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse
- Trained Health Aide
- School personnel who become designated trained responders

To treat a case of suspected opioid overdose in a school setting, the school nurse, health aide, or trained responder will call 9-1-1 and may administer opioid-related overdose reversal medication during an emergency, to any student, staff or visitor suspected of having an opioid-related drug overdose, whether or not there is a previous history of opioid abuse.

Emergency and Evacuation Map

Utility Shut-Off Map

Section 3: Staff Information

All School Staff Contact Information

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

Staff Phone Tree

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

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-Off List

Substitute Teacher: Critical Information checklist

Room# _____ Teacher Name _____

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

Section 5: Vision and Mission Statement

Vision

Chico High School's guiding vision is to prepare our students for academic and social-emotional success in our rapidly changing information-based society. We prepare our students to make sound, informed, ethical decisions in all aspects of their adult lives.

Mission

Our mission at Chico High School is to provide a safe, engaging environment that promotes high academic achievement and personal and social responsibility through a cooperative effort of students, teachers, and parents. We offer quality academic and career-based programs to help our students succeed. Chico High School's courses, curriculum, and school-wide goals are reviewed and aligned with local, state and national standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors.

Section 6: Profile

School Profile

Chico High School is a four-year, two semester comprehensive high school accredited by the Western Association of Schools and Colleges and is one of the two comprehensive secondary schools in the Chico Unified School District.

School Climate

The faculty, staff, and students remain the strength of the school. Their ability to coexist and work together is a testament to their recognition that we are all here to provide a positive learning experience for all our students.

Faculty Innovation

Our faculty at Chico High School continues to be the educational leaders and innovators on campus. Through their vision, dedication, cooperation, and love for providing quality education for students, Chico High School is able to provide alternative programming to students of differing needs, interests, and goals.

Student Diversity

The Chico High School community is a diverse community. Our students add differing languages, cultures, and beliefs to the everyday flavor of the campus. Our school is comprised of the following ethnic make-up: 52.4% Caucasian, 29.7% Hispanic or Latino, 5.7% Multi-ethnic, 4.5% Asian, 2.3% African American, 1.5% American Indian- Alaskan Native, < 1% Filipino, < 1% Pacific Islander, 5.5% Unknown

Student Advocacy

Through student government (ASB) and our 30 clubs, our students take advantage of developing a voice on campus. Students take control of their projects and take responsibility for providing input into school policy and decision.

Section 7: California Safe Schools Assessment

California Safe Schools Assessment

Chico High School actively participates in the California Safe Schools Assessment. Data is collected, reported and reviewed on all crimes committed on the school campus. Chico High School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Chico High School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system.

Support Services and Programs

Three Assistant principals, five counselors, three attendance clerks, and a bilingual Targeted Case Manager monitor the progress of students on a regular basis. This teaming of school personnel creates a smaller and more personal environment for our students.

Student support services at CHS include 5 counselors, 2 wellness counselors, 2 psychologists, a school nurse (three days per week), a full-time health aide, and a full-time librarian.

The caseload for school counselors is 400:1. Outside agencies provide services to students through Child Protective Services; Homeless Emergency Runaway Effort; Migrant Education; Mini Corps; Butte County Alcohol, Drug, Mental Health Services; California State University, Chico (CSUC) tutors; CSUC Talent Search, .

Chico High has multiple Victor Counselors available for all qualifying students to receive ongoing counseling on site within the school day.

Place/Physical Environment/Safety

Chico High School's campus footprint is large enough to effectively house our 2,000 students. While new classroom construction on the main campus has not occurred since the early 2010's, classroom space is sufficient to provide students with a learning environment where they can comfortably access the content provided to them by their teachers. Continued modernization efforts have improved access for all students while also maximizing the utility of the space around campus.

As of 2021, Chico High School continues to share campus space with Inspire School of the Arts and their 350+ students. Inspire's campus consists of portable classrooms located to the west of the main Chico High campus. The gym and Ag buildings provide a natural buffer between the two student bodies, and communication is open between the two site administrations should needs arise during times of emergency.

Away from the campus center, Panther Stadium was opened for athletic competition starting in the fall of 2018. This facility also hosts our PE classes and our marching band during the school day. Whenever not in use by our teams and programs, outside entities frequently utilize these facilities, with the district providing coordination efforts, thus ensuring a level fidelity of both the organizations and their patrons consistent with the community's values.

Campus security has improved tremendously in the last decade. Security cameras adorn the hallways over the entire campus, providing 24-hour surveillance to a remote server accessible by site administration and district personnel. In 2019, Chico High School completed a school safety measure to better secure the campus, installing fencing and locking gates around the perimeter of the school. Gates and fencing also stretch around Inspire's campus. 2024 further safety

measures will occur with the addition of gate door extensions raising the height of the gates. In addition, a buzzer entry system complete with cameras will be installed at both the front of CHS and the back of campus (Inspire's entrance).

Our school has an emergency plan and evacuation procedures are practiced as per state law. Staff and students are constantly being in-serviced in the Hold-Secure Hold- Lockdown procedures in case of a critical incident.

An asbestos survey and an abatement plan have been developed for Chico High. The insurance inspector and the City Fire Marshal regularly conduct safety inspections to ensure compliance with all codes and regulations.

A combined effort between campus supervisors and school administrators helps maintain a safe campus atmosphere for all students on a daily basis. Overall, we view Chico High School as a safe, friendly, and supportive place to learn and work.

Firearms on School Grounds

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

Beliefs

We commit to engaging in the process of asking and answering the following four critical questions:

1. What do we want students to learn?
2. How are we going to know when they have learned it?
3. What are we going to do when they don't learn it?
4. What are we going to do when they do learn it?

We will continue to modify our practices in an effort to support high levels of learning for all students.

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

Teacher Referrals for Mental Health Services

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

Preventing and Intervening in Pupil Aggressive Behavior

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

Mental Health Programs

CHS has a Wellness center for students to be served to regulate their mental health with supports. We have hired a full time clinician and a counselor who also oversee Chico State interns to expand and share the workload. Small groups are held based on student needs and trends seen on campus, including anxiety, friendships, support with grief, etc. In addition, whole class lessons are delivered to 9th and 10th graders for general coping, organization, time management and stress management. For more significant needs, Care Solace is utilized on site to refer students to Butte Behavioral Health, Victor Counseling, or private clinicians. In addition, on site counseling is offered through Victor and EHRMS for students on an IEP.

Intervention Team

CHS has over 1800 students and has numerous areas of intervention for students.

Attendance: Organized by last name alphabets, our Assistant Principals, counselors, attendance staff, and targeted Case manager meet bi monthly to discuss truancy issues of students and develop plans to be sure students are in class and on time.

Academics: Organized by last name alphabets, our Assistant Principals, counselors, and classroom teachers hold all teacher conferences to support students and families when classroom performance is below expectations and students have failing grades.

Social-Emotional Health: Our school wellness counseling team along with CSUC interns support the student body along with the academic counselors and school psychologists as needed to support students and refer out to outside agencies as needed.

Professional Development

Every fall teachers, classified, staff and administration participate in professional development as the school year begins. Departments are able to seek out and request professional development to enhance their department work.

Child Abuse Reporting Procedures

School teachers, principals, counselors, nurses, supervisors of child welfare and attendance, and other designated school personnel who are mandated to report known or reasonably suspected instances of child abuse play a critical role in the

early detection of child abuse. Symptoms or signs of abuse are often first seen by school personnel. Because immediate investigation by a law enforcement agency, or welfare department may save a child from repeated abuse, school personnel should not hesitate to report suspicious injuries or behavior.

Mandated reporters are required by law to report known or suspected child abuse.

The law defines child abuse as:

- Physical abuse
- Physical neglect
- Sexual abuse
- Emotional maltreatment

Indicators of child abuse are listed in this section to help educators and other school personnel meet their responsibilities under the Child Abuse and Neglect Reporting Act. (Pen. Code, §11164 et. seq.) Of course, one of the most important reasons for suspecting child abuse is that a child has told you that someone has hurt him or her.

Types of injuries indicative of physical abuse include:

- Bruises
- Burns
- Bite marks
- Abrasions
- Lacerations
- Head injuries
- Internal Injuries
- Fractures

Section 9: Discrimination and Harassment Policy and Procedures

Overview:

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

Nondiscrimination and Fair Treatment of Pupils:

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

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

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

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

Sexual Harassment Policy:

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

Section 10: Discipline Policy and Code, Bullying Prevention

Overview:

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

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

Discipline Procedures:

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

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

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

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

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

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



2024-25 Behavior Matrix

Type of Offense	Minor Offenses (Tier 1)	Major Offenses (Tier 2, Tier 3)	
	Teachers enter these types of offenses in EduClimber and assign their own consequences. <u>Be mindful of comments provided in record</u> - these should be objective in nature.	Teachers refer these types of offenses to CHS Administration to be entered in Aeries and for assignment of consequences. Referrals can be made via email. Use CHS Admin in email or call x30154 if the issue needs immediate attention.	
Disruption	Minor classroom behaviors such as: <ul style="list-style-type: none">Disrupting teachingDisrupting others' learningOff-task behaviorDefianceInappropriate languageInappropriate use of cell phone	Major disruptions such as: <ul style="list-style-type: none">Verbal altercation/Near fightProfanity toward a student or staff memberInappropriate speech related to race, gender, sexual orientation, etc.Step 5 of progression of any minor behavior (see step progression below)	
Academic Integrity	Ex: Homework/formative assignment <ul style="list-style-type: none">Teacher notifies parentConsequence at teacher discretion	Ex: Summative/high-stakes assignment <ul style="list-style-type: none">Admin notifies all teachersTeacher notifies parentClassroom &/or school consequence	
Tardies	<ul style="list-style-type: none">Teachers will mark students "T" in Aeries. Entry into EduClimber is not necessary.Students will be subjected to disciplinary consequences consistent with the tardy policy.Additional consequences or support may be applied based on a student's overall attendance. (attendance contract, ineligible for athletics and extracurricular activities, and campus privileges.		
Suspendable Offenses	<ul style="list-style-type: none">Students are subject to suspension and expulsion as per California Ed Code 48900Teachers will refer such instances to administration for investigation and appropriate consequence		
Progressive Discipline Steps (Minor Offenses):		Range of Consequences from Admin:	
1. Conference with student 2. Parent notification(email/phone/Parent Square) 3. Assign a consequence (detention, etc.) 4. Parent/Student/Teacher/Counselor meeting 5. Referral to admin for additional consequences (Progressive steps include - detention, Saturday School, Class Suspension, etc.)		<ul style="list-style-type: none">Conference with studentDetentionSaturday SchoolCampus/Community serviceClosed campusParent conference	<ul style="list-style-type: none">Restorative Justice meetingReferral to counseling (if applicable)Teacher Suspension (requires parent contact by teacher)SuspensionRecommendation to expel

Updated January 2023

Bully Prevention

Prior to the commencement of the school year, all freshmen go through an orientation to connect them to Chico High and introduce them to upper classmen to create a connection and bond promoting a safe environment.

Within the first three weeks of school, the Administration give presentations to all students in individual classrooms to discuss school rules, effects of bullying and potential consequences of inappropriate behavior.

The peer mediation program is trained to conduct conflict-resolution between students and to go out to elementary schools to perform presentations on anti-bullying in the schools.

Section 11: At-Risk Concerns; To Include Dress Code Provisions and providing a safe and Orderly Environment conducive to learning

Overview:

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

Crisis Intervention and Disaster Planning:

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

Gang Affiliation:

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

Gangs and Graffiti:

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

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Chico High has access to two alternative programs. The first is Fairview, designed to aid students who are credit deficient. The second is AFC (Academy for Change), which houses the In School Suspension Program and the Expulsion Program. Chico High School offers an independent study program as well for students who need alternate placement but wish to remain part of the CHS family, and Chico Unified offers an online placement in the form of Oak Bridge Academy to further connect our community's students to our district. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

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

Truancy Learning Center/District Attorney Referral:

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

Megan's Law Notification:

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

Dress Code Policy:

Objective: The Chico High School dress code specifies standards that promote a positive and safe learning environment.

All CHS students and staff are expected to be suitably groomed and to wear clothing that is neat, clean, and appropriate for school and school events. Students' clothing must not present a health or safety hazard.

The following guidelines are intended to define appropriate attire that shall apply during the school day and at all school activities.

1. Footwear: Shoes, sandals, or flip-flops must be worn at all times.
2. Clothing may not glorify, advertise, or reference gang affiliation, (which includes but is not limited to: bandanas, belt buckles, shoelaces, jewelry, or numerical references that can be linked with any gang) drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way.
3. Clothing should conceal undergarments/underwear at all times.
4. The buttocks shall be covered such that no part is visible when sitting, standing, or leaning over.
5. Shirts, blouses, and tank-tops must have sleeves or straps and cover the stomach, back, torso, and chest.

The goal of this dress code is to promote college and career readiness and to teach students wardrobe appropriateness. If a student's dress is not in accordance with this policy, any CHS staff may ask the student to make an appropriate correction.

Corrections may include:

1. Student may be asked to go to the office for wardrobe changes.
2. Student/Parent conference.
3. Disciplinary action.

Enhancing Physical Safety Practices:

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

To enhance the safety of our school community, Chico High School offers a variety has:

- security fencing around the entire perimeter of the school;
- security cameras installed throughout the campus;
- minimized blind spots around the school facility;
- an installed alarm system;
- priorities to keep buildings clean and maintained;
- limited roof access by keeping dumpsters away from building walls;
- trees and shrubs closely trimmed to limit outside hiding places for people or weapons;
- parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot;
- established procedures to have the school campus fully lighted at night;
- a complete list of staff members who have keys to buildings;
- procedures to quickly remove graffiti from walls;
- supervision in heavy traffic areas;
- established two-way communication systems between the front office and each classroom, and;

- school-or-community-based activities for students after school and on the weekends.
- new buzzer system and camera at front and back gates-being installed fall 2024

Section 12: Supervision and Notification to Teachers of dangerous students pursuant to Education Code 49079

Overview:

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

Campus Supervisor and Administrative Positions:

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

Chico High School employs a principal, three vice-principals, and four campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. These personnel have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, vice-principal, and the campus supervisors at Chico High School make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are encouraged to alert staff of any concerns. Effective relationships between the principal, vice-principals, and the campus supervisors and students help initiate appropriate investigations, help staff learn of suspects in school offenses and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes:

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

Teacher Notice of Disciplinary History:

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

Section 13: Parent and Community Involvement

Overview:

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

Parent/Guardian Involvement:

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

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs and booster groups-AG, sports, music, and PTSA.
- Has established a school visitation procedure with law enforcement and the fire department.
- Provides frequent communication to parents via Aeries.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.

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

Section 14: Visitors and Disruptions to Educational Process

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

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

Chico High School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

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

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

Section 15: Public Agencies use of School for Mass Care and Welfare Shelters

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

Section 16: California Interscholastic Federation Event Emergency Guidelines

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

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

RESPONSIBILITIES OF HOME TEAM

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

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

GUIDELINES FOR VISITING TEAMS

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.
2. Have adequate faculty and administrative presence at the game.
3. Provide students information about parking, entrance, seating and exiting.
4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

GUIDELINES FOR BOTH TEAMS

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

PART II: SPECIFIC THREATS

INJURIES AND MEDICAL EMERGENCIES

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

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

FIRE

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

EARTHQUAKE

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

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.
2. If you are in grandstand, grab hold of seats, railing or other fixture. Move away from the side of the grandstands
3. If you are in an open area, such as a basketball court or swimming pool area, move to the area in front of an interior wall, especially interior corners, kneel and clasp your hand behind your neck.
4. Protect your eyes from flying glass and debris with your arm covering your eyes.
5. After ground movement ends, check for injuries and safely evacuate the building after counting to at least 60. (Many aftershocks occur in the first 60 seconds after the main quake).

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

Outside Event: DROP AND COVER AND STAY OUTSIDE

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

Traveling to a School Event: STOP SAFELY

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

SEVERE WEATHER

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

SHOTS FIRED: RUN, HIDE AND COUNTER IF NECESSARY

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

Outside Event

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run
4. If you are in an open area, run in a zigzag pattern, bending over as much as you can.
5. Keep others from entering into the area.

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

Inside a Building

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

Counter Option

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

WEAPONS WITHOUT SHOOTING

Suspected Weapon On The Premises

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

Observed Weapon On The Premises

1. Seek assistance from another staff member or supervising adult in reporting the incident.

2. Discreetly call 911 if the suspect is not present.
3. Provide a physical and clothing description and the last known direction of travel of the individual.
4. IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.

SUSPICIOUS BEHAVIOR

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

CHILD ABUSE

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

Definitions Of Child Abuse:

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

PERSONNEL HARASSMENT

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

POWER OUTAGE

1. Remain calm.
2. If participants are in danger, stop activity and move them to a safe place.
3. Contact your immediate supervisor. Notify the on-site maintenance staff.
4. Ask site personnel for available flashlight.
5. Complete the incident report form and forward it to your immediate supervisor.

MISSING CHILD

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

ABDUCTION

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

CONTROLLED SUBSTANCE (Drugs/Alcohol)

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

SEXUAL HARASSMENT

1. If a student reports to you that s/he has been approached in an inappropriate fashion by another person, take the student to a private area with another staff member for an interview. All allegations of sexual harassment, regardless of the nature, must be investigated.
2. Determine by questioning, as gently as possible, exactly what happened. Ask the victim questions like:
 1. What did the person say?
 2. What did the person do that made you feel uncomfortable?
 3. When did this happen?
 4. How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.

5. If allegations of physical touching, CALL POLICE and your immediate supervisor. Sexual Assault Procedures should be initiated (see page 12).

SEXUAL ASSAULT

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

Note: For Sexual Assaults:

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

TACTICAL SITUATION

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

BOMB THREATS: ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. DO NOT try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. ASK.....
 1. WHEN will the device explode?
 2. WHERE is the device?
 3. WHAT kind of device is it?
 4. WHAT does it look like?
 5. WHY did you place the device?
 6. WHO are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 1. Time of call
 2. Exact words of caller
 3. Male or female sounding voice
 4. Is there a detectable accent
 5. Voice tone, pitch, meter
 6. Speech skills, inflections
 7. Is the voice familiar
 8. Background noise

9. Time the call is terminated
6. CALL 911 immediately. Answer all questions asked of you. Follow any instructions give by the 911 operator.
 1. DO NOT TOUCH SUSPICIOUS OBJECTS.
 2. DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.
 3. DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS
7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.
9. DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of the Bomb Threat:

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