

Chapman Elementary School
1071 East 16th Street, Chico CA

Safe School Plan
2025-26

Plan Approval Date: September 25, 2025 Amended: February 6, 2026

Planning Committee Members:

Safety Team Members Signature Page:

Title	Name	Signature	Date
School Principal	Cristi Tellechea		9/25/25
Teacher in Charge	Janelle Nichols		9-26-25
Teacher	Jena Rivera		9-26-25
Counselor	Heather Kredo		9/26/25
School Psychologist	Norelia Caldera		9/25/25
Parent/ SSC Rep:	Bianca Alvarado		9-25-25
Parent/SSC Rep	Kaitlin Vondran		9-25-25
School Office Manager	Lauren Thompson		9/26/25
Attendance Clerk	Bethany Mercer		9/26/25
School Social Worker	Erica Garman		9/25/25
Custodian	Jeff Thomas		9/26-25
Assistant Principal	Marjie Starkey		9-25-25

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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.

Chapman Elementary School
Incident Response Team
2025-26

Title	Name
Incident Coordinator	Cristi Tellechea/Marjie Starkey
Incident Coordinator Assistant	Lauren Thompson
Scribe(s)	Bethany Mercer
Operations/Logistics	Lauren Thompson/ Marjie Starkey
Operations/Logistics Assistant	Bethany Mercer
Safety	Jeff Thomas/Heather Kredo/Erica Garman
Liaison/Intelligence	Chico PD
Liaison/Intelligence Assistant	District Office Personnel
Public Information	District Office Personnel

Responsibilities of Incident Coordinator: Cristi Tellechea/Marjie Starkey

- 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): Lauren Thompson

- 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): Bethany Mercer

- 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: Lauren Thompson/ Marjie Starkey

- 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: Bethany Mercer

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

Responsibilities of Safety/Logistics: Jeff Thomas/Heather Kredo/Erica Garman

- 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: Chico PD

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

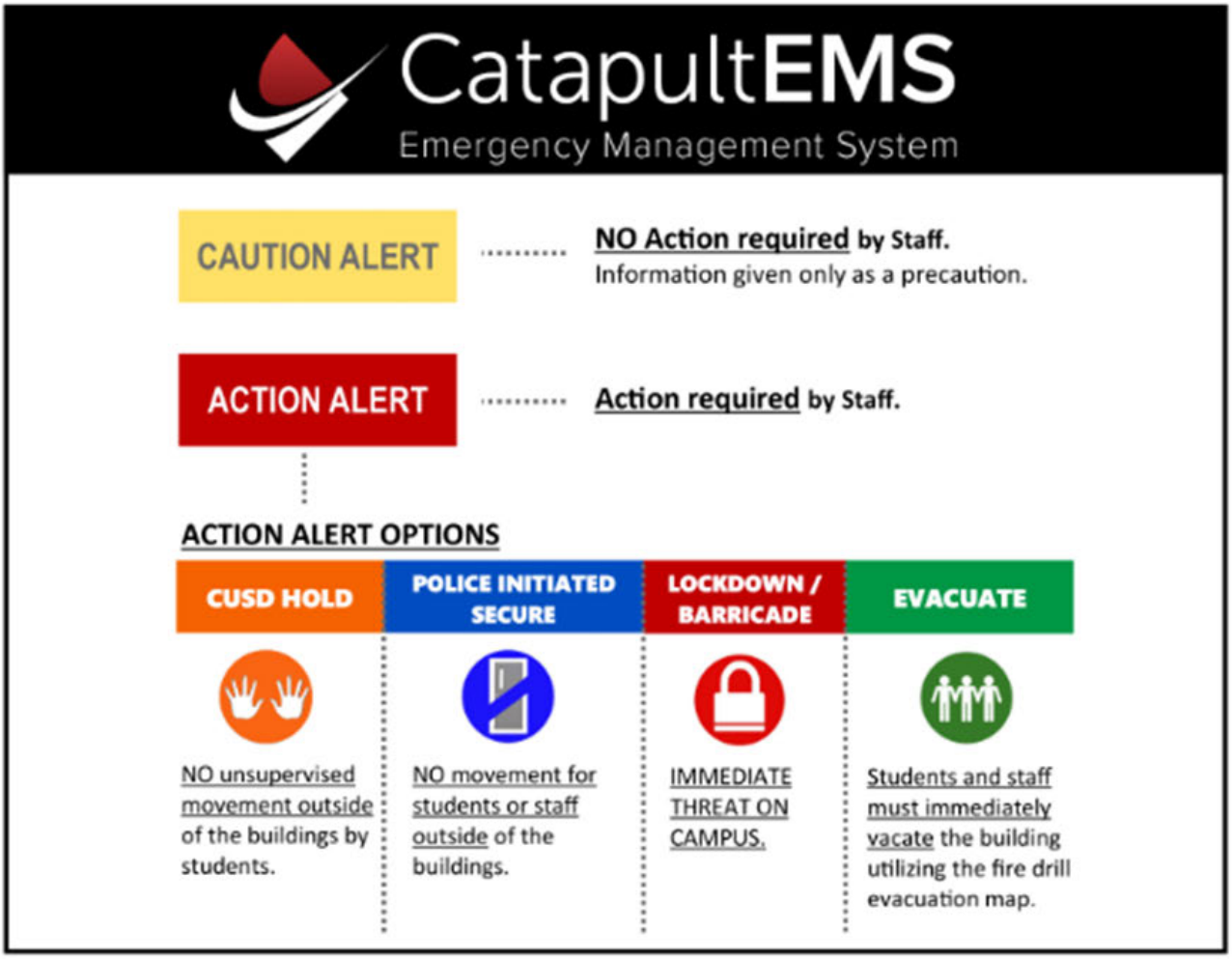
Responsibilities of Public Information: District Office Personnel

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

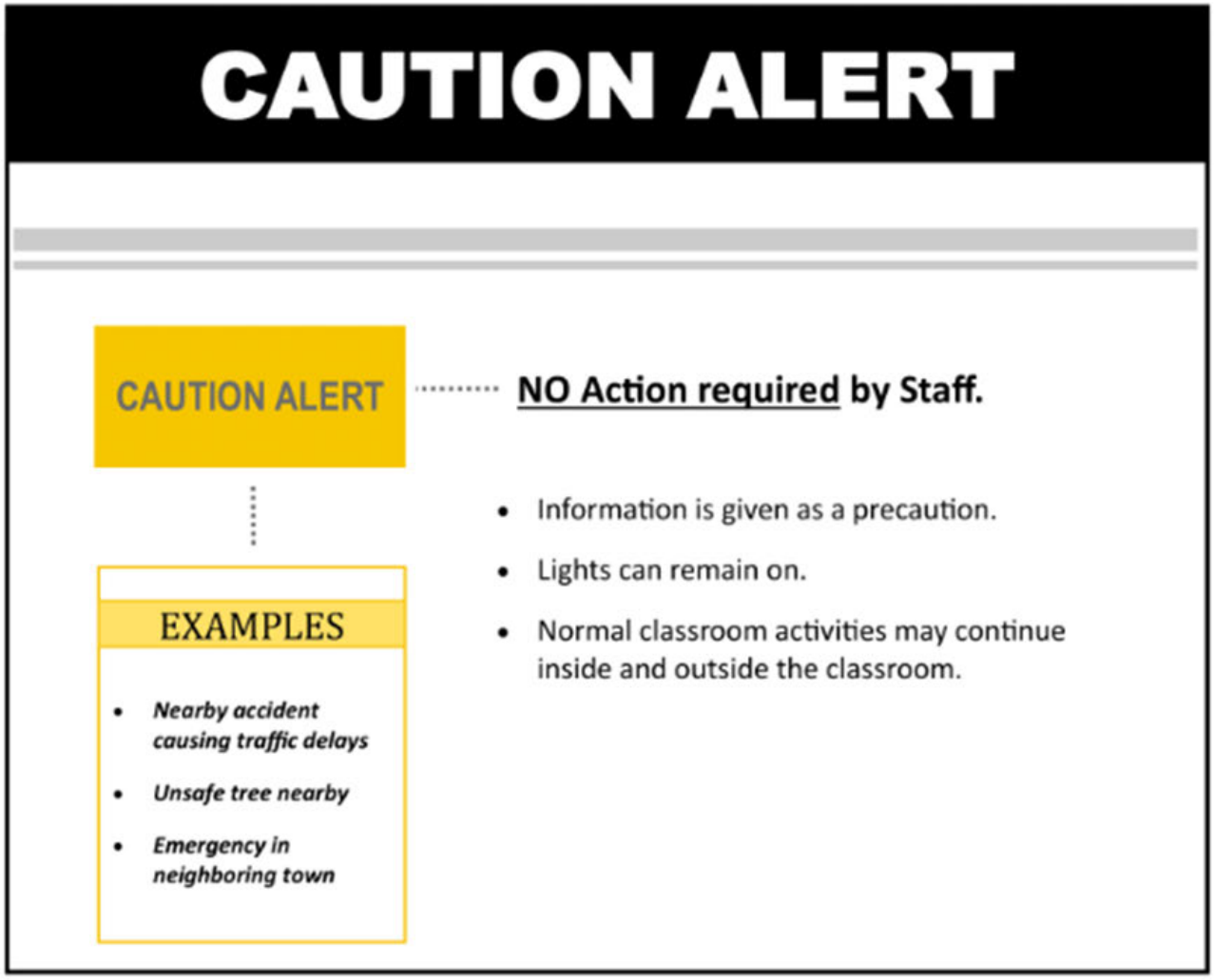
QUICK ACTION GUIDE

CATAPULT EMS ALERTS & EMERGENCY RESPONSE GUIDE

July 2023



EMS ALERTS AT A GLANCE


CAUTION ALERT
CAUTION ALERT
NO Action required by Staff.
Information is given as a precaution.
Lights can remain on.
Normal classroom activities may continue inside and outside the classroom.
EXAMPLES
Nearby accident causing traffic delays
Unsafe tree nearby
Emergency in neighboring town

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

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**

EXAMPLES

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



POLICE INITIATED SECURE

LOCKDOWN / BARRICADE



LOCKDOWN / BARRICADE

EXAMPLES

- ***Suspected fugitive in surrounding area***
- ***Irate visitor threating 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

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.

EXAMPLES

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



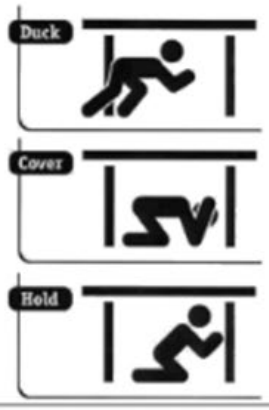
EVACUATE

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:

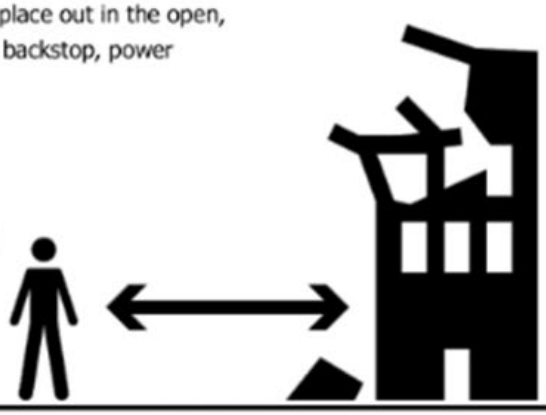
INSIDE SCHOOL BUILDING

- 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)

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

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

High-Intensity Drills

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

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

Drill Implementation Approach

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

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

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

In the event of an unresponsive individual:

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

AED Availability

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

CPR and AED Training

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

Chico Unified School District

Emergency Procedures for Students with Disabilities

1. Procedures for students with disabilities will be updated at the beginning of the year for emergency situations, such as fire, earthquake, bomb threats, etc.

2. At the beginning of each school year, an Individual Emergency Procedures Plan will be addressed through the individual Health Care Plan and will accommodate each student who requires additional assistance due to a disability.

   This includes students with physical impairments who may require:
   - a wheelchair on a daily basis
   - specialized equipment
   - physical assistance to evacuate in a timely manner

3. Plans will identify required support staff that will be designated as specialized assistants during times of emergency.

4. The School Site Administrator is responsible for:
   - identifying all students who require additional assistance
   - working with the designated certificated staff and support staff to ensure that coverage and a plan is completed for identified students.

5. Individual Emergency Procedures Plan, as part of the Individual Health Care Plan will be updated yearly for each student with disabilities with specialized needs. A copy of the plan will be maintained in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials

Off-campus Evacuation & Reunification

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

School Name: Chapman Elementary School
Primary Off-campus Evacuation Site: [redacted]
Evacuation Site Address: [redacted]

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.

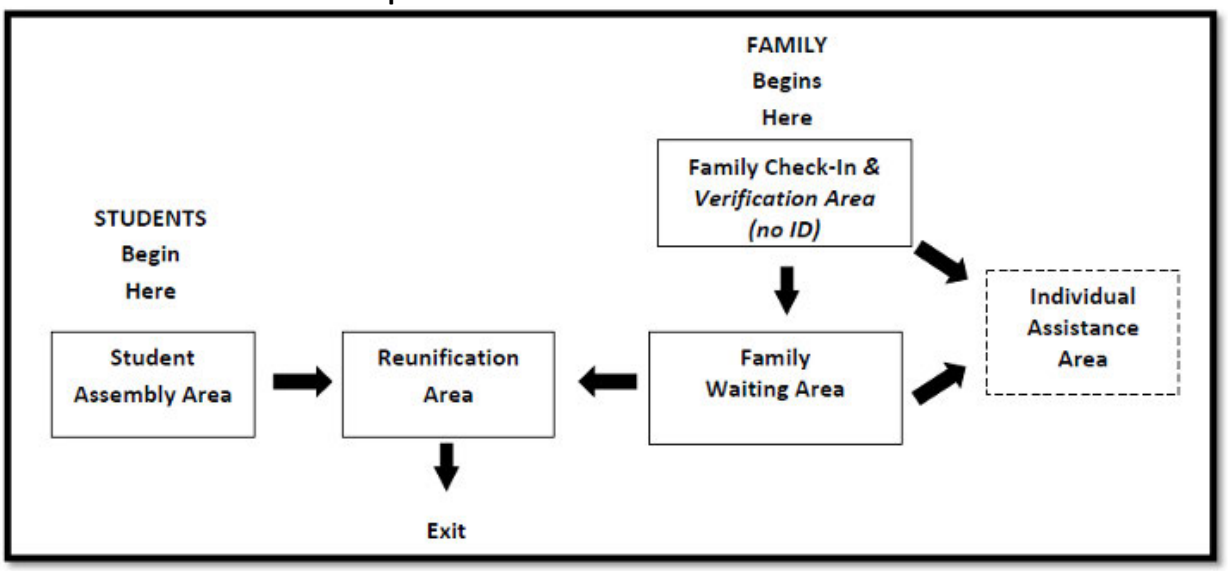
District administrators will work with local law enforcement to confirm the location for reunification.

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



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

CHAPMAN ELEMENTARY BELL SCHEDULE

2025/26 SCHOOL YEAR Office Phone: **891-3100**

Recess and Lunch Times Subject To Change

Transitional Kindergarten			Minimum Days 8:30-12:30
8:30 AM	9:55 AM	Class	
9:55 AM	**10:15 AM**	**Recess**	**10/14, 11/17-11/21 12/19, 1/27, 3/10, 6/5** Recess 8:15-8:30 PE 9:55-10:15
10:15 AM	11:15 AM	Class	
11:15 AM	**11:30 AM**	**Lunch**	
11:30 AM	**12:25 PM**	**Recess**	
12:25 PM	1:35 PM	Class	
1:35 PM	2:25 PM	Extended Day Class	
2:25 PM		Dismissal	

Kindergarten			Minimum Days 8:30-12:30
8:30 AM	9:55 AM	Class	
9:55 AM	**10:15 AM**	**Recess**	**10/14, 11/17-11/21 12/19, 1/27, 3/10, 6/5** Recess 8:15-8:30 PE 9:55-10:15
10:15 AM	11:20 AM	Class	
11:20 AM	**11:35 AM**	**Lunch**	
11:35 AM	**12:15 PM**	**Recess**	
12:15 PM	1:38 PM	Class	
1:38 PM	2:25 PM	Extended Day Class	
2:25 PM		Dismissal	

GRADE 1			Minimum Days 8:30-12:30
8:30 AM	9:55 AM	Class	
9:55 AM	**10:15 AM**	**Recess**	**10/14, 11/17-11/21 12/19, 1/27, 3/10, 6/5** Recess 8:15-8:30 PE 9:55-10:15
10:15 AM	11:35 AM	Class	
11:35 AM	**11:50 AM**	**Lunch**	
11:50 AM	**12:15 PM**	**Recess**	
12:15 PM	1:35 PM	Class	
1:35 PM	**1:45 PM**	**Recess**	
1:45 PM	2:25 PM	Class	
2:25 PM		Dismissal	

GRADES 2-3			Minimum Days 8:30-12:30
8:30 AM	9:55 AM	Class	
9:55 AM	**10:15 AM**	**Recess**	**10/14, 11/17-11/21 12/19, 1/27, 3/10, 6/5** Recess 8:15-8:30 PE 9:55-10:15
10:15 AM	11:45 AM	Class	
11:45 AM	**12:00 PM**	**Lunch**	
12:00 PM	**12:25 PM**	**Recess**	
12:25 PM	1:35 PM	Class	
1:35 PM	**1:45 PM**	**Recess**	
1:45 PM	2:25 PM	Class	
2:25 PM		Dismissal	

GRADES 4 & 5			Minimum Days 8:30-12:30
8:20 AM	10:20 AM	Class	
10:20 AM	**10:40 AM**	**Recess**	**10/14, 11/17-11/21 12/19, 1/27, 3/10, 6/5** Recess 8:15-8:30 PE 10:20-10:40
10:40 AM	12:15 PM	Class	
12:15 PM	**12:30 PM**	**Lunch**	
12:30 PM	**12:55 PM**	**Recess**	
12:55 PM	2:25 PM	Class	
2:25 PM		Dismissal	

Sherwood Montessori Charter - Rooms 1-7		
8:45	12:35	Class
10:45	11:15	TK/K Recess
11:15	12:35	Class
12:35	1:05	Lunch
1:05	1:35	Recess
1:35	2:50/2:55	Class
2:50	TK-3 Dismissal	
2:55	4th-8th Dismissal	

**Before School care (MPR): 6:50 am-8:00 am*

**Breakfast starts at 7:40 am*

**No supervision on playground until 8:00 am*

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

Chapman students will emerge as empathetic leaders and critical thinkers, who are prepared to make a positive impact in their community and beyond.

Mission

Chapman Elementary School's mission is to create a safe, inclusive, and inspiring learning environment where diversity is celebrated and every student is valued and empowered to thrive academically, socially, and emotionally.

Section 6: Profile

School Profile

Chapman Elementary School houses 13 general education classes, TK-5th grade, 2 Extensive Needs special day classes (ESN), and 2 mild/moderate needs classes (MMSN). Chapman benefits from having a Physical Education Program (grades 1-5), Music Program (grades K-5), Fine Arts Program (TK-5), Title I Reading interventions, and SEL programs that include Kimochis, POP, Second Step, and Tool Box. Our staff includes thirteen classroom teachers, four special education teachers, 1.5 Title 1 teachers, a reading teacher, a school counselor, a counseling assistant, a part-time PE teacher, 2 music teachers, 2 fine arts teachers, a speech teacher, a school psychologist, a school social worker, a targeted case manager (TCM), 14 instructional paraprofessionals, 4 school/parent aides, an office manager, an attendance clerk, a health aide, a part-time nurse, a .5 assistant principal, and a full time principal. Chapman Elementary School parents have many opportunities to become involved in our school. Parents may serve on our School Site Council or participate in the many PTA-sponsored activities throughout the year. Parents are also invited to our monthly Cat Chat meetings with the principal, assistant principal, school social worker, and Targeted Case Manager. Parents are also able to participate in Back to School Night/Meet and Greet, Open House, volunteer to assist in the classroom, drive on a field trip, and volunteer at a myriad of classroom and school-wide events. Chapman teachers communicate regularly with parents in an effort to keep parents informed and involved. Chapman Elementary School teachers provide designated English Language Development instruction for students who speak a language other than English. Classroom instruction includes learning opportunities designed to meet the specific learning needs of all students.

School Climate

Our school environment is organized to support positive staff, student and parent relationships. All backgrounds of students and staff members are acknowledged, respected, and incorporated in the school curriculum and activities. Teachers and staff members, in conjunction with the School Site Council and PTA, work collaboratively and collegially. Parents are involved in decision making and policy formation. We strive to make the home-school relationship positive.

Chapman promotes a professional learning community where teachers collaborate and take ownership of all student learning and student safety. Learning and productivity are valued and success is encouraged for everyone. High academic standards are set for all students and there is a content-rich curriculum taught by highly trained teachers. Early intervention programs are available for students who are at risk of academic failure or need behavioral support. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room.

Our school-wide PBIS program emphasizes respect for all Chapman community members. The entire school community participates in developing behavioral expectations. Expectations and consequences are clear, realistic, fair, and known to everyone. School rules are modeled, reinforced and enforced by all school adults and are consistent with the social skills instruction that is being taught by school staff. Behavior management is proactive and positive, intervening before behaviors escalate into problems. Positive student behavior is honored at Chapman through incentives such as super

bucks and classroom bucks. PBIS is a major component of establishing our positive climate and culture. We are a six-time PBIS Platinum award winning school.

Faculty Innovation

Our staff continues to be educational leaders and innovators. Instructional skills are continually supported through inter-district, county and site staff development, educational classes at local universities, and reading current educational research. Through their vision, involvement, and cooperation, quality education is provided in both academic and social skills. Programs and interventions such as RTI, iReady, Lexia, 2nd Step, POP, Tool Box, PBIS, and Healthy Play assist in meeting the differing needs, interests, goals, and backgrounds of all our students. There is a strong sense of personal and professional support amongst all staff members.

Student Diversity

Chapman School is one of the most diverse campuses in Chico. Approximately 90% of the students are in low socio-economic households, 20% are in Special Education and almost 12% are considered homeless. The ethnic make-up of the student population is 4% American Indian/Alaskan Native; 7% Asian; 1.3% Pacific Islander; 40.3% Hispanic/Latino; 3.3% African American; 30.3% White; and 11% two or more races. Our pupils have a variety of life experiences. Staff members, certificated and classified, receive ongoing staff development to meet the ever-changing needs of our students. Training includes conflict resolution, 2nd Step problem-solving techniques, cultural awareness, bully prevention, harassment, and a retaliation-free environment. The dignity and heritage of each person are affirmed and respected.

Student Advocacy

Through Student Leadership, students are given a voice and a means of being involved in site affairs. They plan events for the school such as spirit weeks, behavior reward events, and assemblies.

Section 7: California Safe Schools Assessment

California Safe Schools Assessment

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

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors, and the administrator provide campus supervision, specifically identified problem areas like (afterschool) the crosswalk on the front side of the campus, (recess) the play structures, and the playfield to reduce discipline, crime, or other school safety concerns.

Chapman Elementary has established procedures in the following areas:
1. Classroom
2. Common Areas
3. Courtyard
4. Eating Areas
5. Bathroom
6. Offices

Support Services and Programs

Students receive layers of support according to need. Many students, K-5, participate in small reading groups and receive a balanced literacy program that includes Science of Reading explicit instruction. Staff and community volunteers through Reading Pals tutor individual or small groups of students in reading. Our Title I Response to Intervention Program provides direct small-group instruction in language arts four days a week by Title I reading teachers and our reading specialist. All grade levels ensure RTI and classroom interventions are appropriate and working by meeting twice monthly in Professional Learning Communities to discuss data and instructional strategies. POP provides emotional and behavioral early intervention support services as part of a three-part program administered by our counseling assistant. Classroom lessons cover a wide variety of social skills including bullying prevention. These lessons are part of Steps to Respect, Toolbox, Healthy Play, POP, and Kimochis curricula. Our School Social Worker, Counselor and Counseling Assistant work with students one-on-one and in small friendship groups to establish positive connections to school and to work on skills such as empathy, problem-solving, impulse control, and anger management. All students receive classroom lessons and selected students are recommended for individual or group service by staff/family referral.

Place/Physical Environment/Safety

School buildings and classrooms are maintained, attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms have the appropriate amount of space for the student-teacher ratio and are decorated in an appealing manner. Classroom decorations follow the Chico City Fire Marshal's guidelines. Students 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 be active participants in their learning and reduce the opportunity for off-task behavior. Standard incident reporting procedures are used.

Valuables and equipment are inventoried properly, marked for identification, and stored securely. The school has a prompt response from law enforcement, through the Chico Police Department, when needed. The community uses the school in off-hours, and the school and community cooperate in crime prevention. Chapman Elementary School is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby high-density residential areas, and natural hazards such as the adjoining park and animal life. The interior campus perimeter and outer campus play area is secure from criminal activity. The campus is fully fenced and adult supervision is amply provided in conjunction with a two-way radio communication system, thus providing a secure campus. The campus is closed to outsiders, and access signs are prominently displayed at entry points. Places for loitering are limited, bathrooms are patrolled, and appropriate lighting is installed in hallways and parking lots.

Physical conditions that could lead to accidental harm are promptly corrected. Chapman has proper protection against slipping in walkways, adequate protection against falls for recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Playground equipment is monitored regularly for safety and preventative maintenance. The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows and other fixtures immediately.

Earthquake, fire, and action alert drills are conducted as required. Staff members participate in ongoing training in disaster preparedness.

Firearms on School Grounds

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

Beliefs

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Chapman Elementary School promotes educationally and psychologically healthy environments for all children and youth. Chapman Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents, and the community. Chapman Elementary School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Chapman Elementary School's efforts are outlined below in the safety sections.

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 interpersonal relations are fostered by teaching social-personal skills, encouraging students to feel comfortable assisting others to get help when needed and teaching students 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 school social worker, 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. Staff members at Chapman Elementary utilize Zones of Regulation, Kimochis, Toolbox, and Wayfinder to promote self realization, communication, and problem solving among students. Staff is also actively receiving training in Trauma-Informed and Restorative practices. Our Positive Behavior Intervention Strategies (PBIS) program is fully implemented and helps our students understand the expectations of every area of the campus.

Mental Health Programs

Chapman Elementary has a .5 FTE school psychologist, a full-time counselor, a full-time social worker, and a part-time counseling assistant. Chapman has a comprehensive SEL curriculum matrix that spans from TK through fifth grade. All classrooms receive SEL lessons. Chapman also offers individual counseling, group counseling and supervised play groups for the younger students. If a family needs or requests more intensive therapy services, they are referred out to our community partners.

Intervention Team

Our Wellness Team includes the school counselor, school social worker, the school psychologist, the intervention specialist, the targeted case manager, the MTSS coordinator, the counseling assistant, the principal, and the assistant principal which meet to identify and provide assistance to students with academic, behavioral, and mental health needs. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselor/ school social worker or police shall be contacted.

Professional Development

Chapman Elementary School provides professional development for teachers on topics that assist us in meeting the Social Emotional Learning needs of our students. These trainings have included Trauma-Informed Behavior interventions, Restorative Justice, Zones of Regulation, Positive Behavioral Interventions and Supports Program, and Social Emotional Learning. The goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility and to enhance academic success.

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

Section 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.

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

Discipline Procedures:

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

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

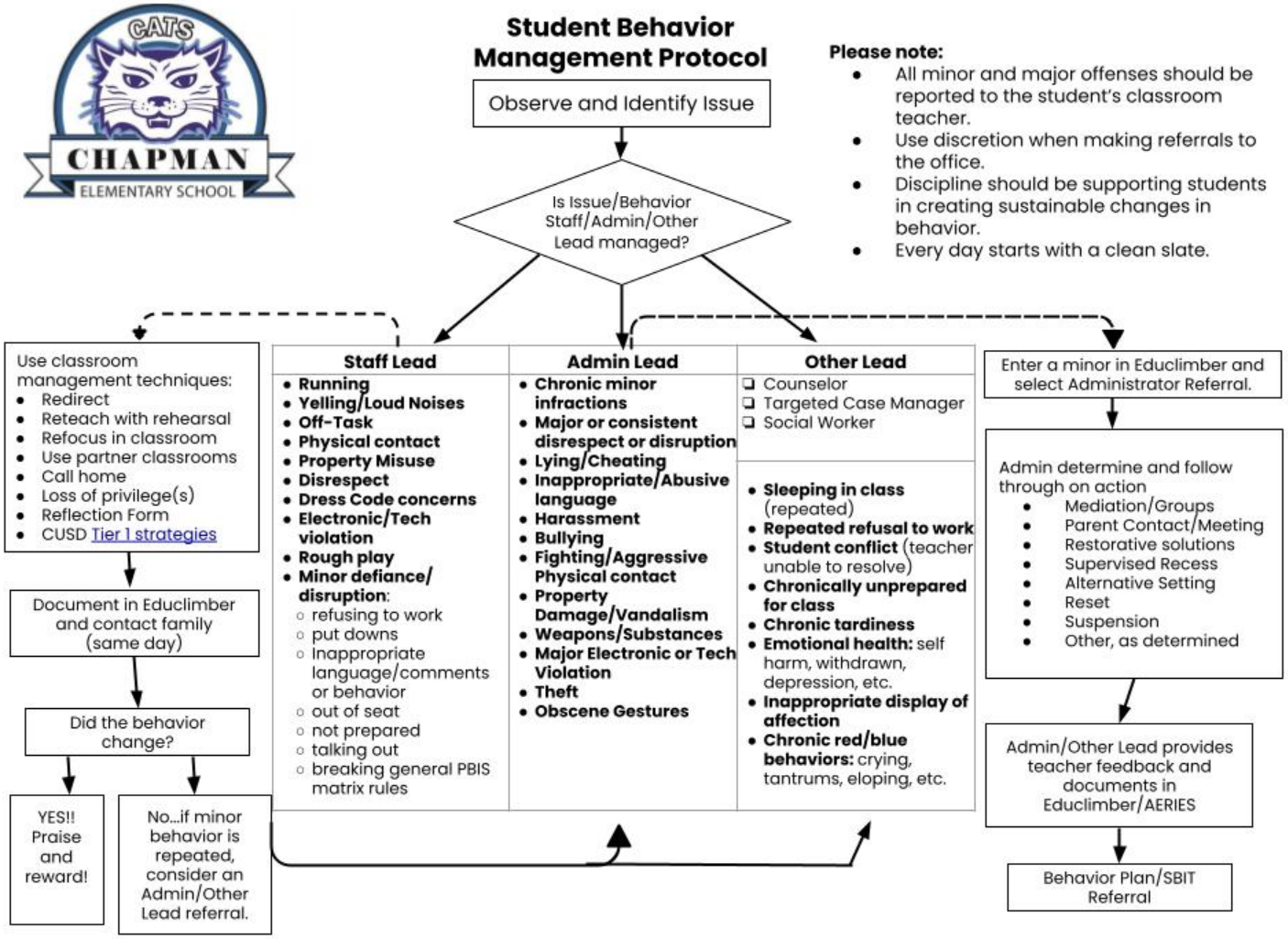
Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administrator.

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

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

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

Discipline Procedures



Bully Prevention

Chapman Elementary uses a variety of programs to effectively address conflict and bullying issues. These programs include Stop, Talk, Walk protocol, Healthy Play, PBIS (Positive Behavior Intervention Support), Toolbox, Power of Play (POP), Second Step, and friendship groups.

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

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

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

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

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

Alternative Programs:
Research has shown that effective alternative programs can have long-term positive results by reducing suspensions, expulsions, and court referrals. Chapman Elementary School has access to the Opportunity Program, located at Neal Dow Elementary School. It also has access to the Reset program at McManus. Chapman Elementary has its own Reflection Room that is staffed by a certificated teacher and support staff.

Drug and Violence Prevention Programs:
Chapman Elementary School places students on behavior contracts, which focus on academics and positive behavior to promote better decision making.

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

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

Dress Code Policy:

School safety is of primary importance to all of us. At Chapman Elementary, we want our focus to be on academic success for all students, promotion of self-esteem through accomplishments, and inclusive student activities.
-Students should not wear clothing that creates a disruption of classroom order.
-Clothing should provide adequate coverage of the body. No short shorts. Crude or vulgar lettering, printing, or pictures depicting or encouraging the use of tobacco, drugs, alcoholic beverages, and printing that has racial/ethnic slurs, morbid or violent images, or sexually suggestive messages are not acceptable. Students will be asked to change the garment when necessary.
-Attire associated with "gangs," such as the wearing of "colors," gang insignias, bandanas, etc., is not acceptable
-Hats are permitted to wear as protection from cold weather and sun. They may not violate the above code regarding inappropriateness. Hats are allowed in common areas, but should be removed indoors when asked. Hat privileges may be revoked if individuals compromise the hat policy.
-For reasons of health/safety and Education Code provisions, all students will wear appropriate footwear (platform, open-toed, and backless footwear are discouraged and may not be worn during P.E.). Shoes with wheels are not permitted.

<u>Enhancing Physical Safety Practices:</u>
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.

Chapman Elementary:

- is a closed campus, where students must have permission to leave the campus with a guardian during school hours.
- has set a priority to keep the building clean and maintained.
- keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- has established a procedure to have the school campus fully lighted at night.
- keeps a complete list of staff members who have keys to buildings.
- does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed upon discovery.
- provides maximum supervision in heavy traffic areas.
- has established two-way communication between the front office and each classroom.
- has instituted after-school academic and recreational programs for students who have to stay beyond the school hours.

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

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.

Chapman Elementary has a principal, part-time assistant principal and numerous support staff whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. Chapman has developed procedures to monitor the school campus, and the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal and yard duty personnel make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal, assistant principal, the staff 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:
Chapman Elementary School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Chapman Elementary School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

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

Section 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.

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by:

- Informing them about discipline policies, procedures, and rules
- Informing parents about their children's behavior, desirable and undesirable
- Encouraging them to participate in prevention programs, intervention programs, and crisis planning

Chapman Elementary also:

- effectively uses the School Site Council.
- notifies parents about, and encourages participation in parenting programs.
- has established a school visitation procedure with law enforcement and the fire department.
- provides information to parents using Parent Square dialers and emails.
- uses the School Accountability Report Card as a procedure to communicate with parents.
- provides opportunities for Teacher-Parent Conferences.
- holds a monthly parent meeting with the Principal called Cat Chats.

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

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

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

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

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

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

Section 15: Procedures for Immigration Enforcement Notification

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

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

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

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

Timing and Method of Notification

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

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

Content of Notification

Notifications issued by the school site:

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

Section 16: 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 17: 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 and 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 take 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.

<u>For Those Individuals Aware Of the Bomb Threat:</u>

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

Instructional Continuity Plan

Chico Unified School District

Purpose

The Instructional Continuity Plan (ICP) has been developed by the Chico Unified School District's Educational Services Team to ensure a high-quality education for all students in the event of a disruption, such as a natural disaster, pandemic, or other unforeseen circumstances. This plan outlines our district's strategy to ensure essential learning and support services, minimize instructional disruptions, and provide equitable access to education under a variety of circumstances. The plan aligns with California Department of Education (CDE) requirements and reflects best practices for instructional continuity and is in alignment with Senate Bill 153 (SB 153), Chapter 38, Statutes of 2024.
In response to SB 153, the ICP will address the need for a rapid recovery of instructional services within 10 instructional days of an emergency. The document will be reviewed annually to ensure its continued relevance, effectiveness, and compliance with state requirements.

Key Components of the Instructional Continuity Plan

1. Communication

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

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

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2. Technology

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

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

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3. Plan for Access to In-Person or Remote Instruction

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

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

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

In-Person Instruction

If it is possible to resume in-person instruction:

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

Remote Instruction

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

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

Independent Study Compliance

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

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

Instructional Standards

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

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

Support for Displaced Students

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

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

Equity and Access for All Students

Special Education

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

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

English Learners (EL) and At-Risk Students

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

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

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4. Instruction and Assessment

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

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

Academic Support

CUSD will provide additional academic support as needed:

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

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5. Professional Learning

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

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

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6. Well-being

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

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

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7. Support Services

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

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

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8. Site-Based Collaboration

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

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

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9. Return to Site-Based Learning

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

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

Review and Evaluation

CUSD will regularly review and evaluate the Instructional Continuity Plan:

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

Conclusion

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