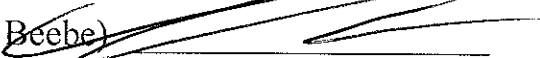


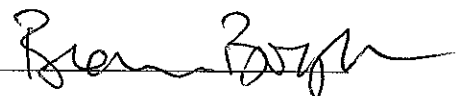
Chico High School

Safe Schools Plan 2017-2018

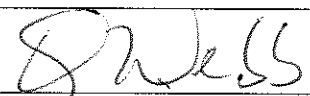
Planning Committee Members:

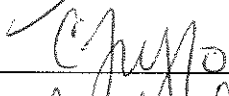
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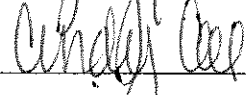
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Assistant Principal: (Brian Boyer) 

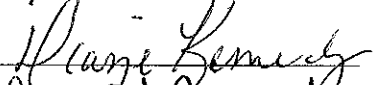
Teacher in Charge: (NA) _____

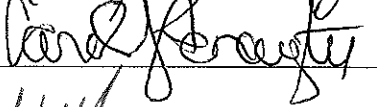
Teacher: (Danny Webb) 


Teacher: (Cindy Triffo) 

Teacher: (Cindy Cox) 

School Office Manager: (Robin Carriere) 

Campus Supervisor: (Diane Kennedy) 

Campus Supervisor: (Carol Forayter) 

Custodian: (Nathan Hudson) 

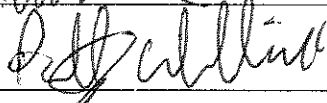
Parent: (Patty Willis) 

Table of Contents

Section 1: Incident Response Team, Disaster Procedures

Incident Response Team	Page 1
Code Red Lock Down	Page 4
Bomb Threat Procedure	Page 5
Fire Explosion Procedure	Page 5
Shots Heard or Fired Procedure	Page 6
Earthquake/ Tornado Procedure	Page 6
Evacuation Procedure (Relocation/Reunification)	Page 7
Active Shooter	Page 7

Section 2: School Safety Maps/ Egress and Ingress

Master Plan Map	Page 10
Emergency and Evacuation Map	Page 11
Utility Shut-offs Map	Page 12
Hazardous Material Map	Page 13
AM/PM Supervision Map	Page 14
Lunch Supervision Map	Page 15

Section 3: Staff Information

All School Staff Contact Information	Page 16
Phone Tree	Page 17
Extensions by Staff/Room	Page 18
Master Schedule	Page 22

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-off List	Page 24
--	----------------

Section 5: Vision and Mission Statement

Vision Statement	Page 25
Mission Statement	Page 25

Section 6: School Profile

School Climate	Page 26
Faculty Innovation	Page 26
Student Diversity	Page 26
Student Advocacy	Page 26

Section 7: California Safe Schools Assessment

California Safe Schools Assessment	Page 27
School Profile	Page 27
Support Services and Programs	Page 28
Physical Environment	Page 30

Section 8: Mental Health Services and Mandated Reporting

Teacher Referrals for Mental Health Services	Page 31
Preventing and Intervening in Pupil Aggressive Behavior	Page 31
Child Abuse Reporting Procedures	Page 31

Section 9: Discrimination and Harassment Policy and Procedures:

Overview	Page 32
Nondiscrimination and Fair Treatment of Pupils	Page 32
Sexual Harassment Policy	Page 32

Section 10: Discipline Policy and Code, Bullying Prevention:

Overview	Page 33
Discipline Procedures	Page 33
Bully Prevention	Page 33

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

Overview	Page 34
Crisis Intervention and Disaster Planning	Page 34
Gang Affiliation	Page 34
Gangs and Graffiti	Page 34
Alternative Programs	Page 34
Drug and Violence Prevention Programs	Page 34
Truancy Learning Center/District Attorney Referral	Page 34
Megan's Law Notification	Page 35
Dress Code Policy	Page 35
Enhancing Physical Safety Practices	Page 35

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

Overview	Page 37
Campus Supervisor and Administrative Positions	Page 37
Campus Disturbances and Crimes	Page 37
Teacher Notice of Disciplinary History	Page 37

Section 13: Parent and Community Involvement

Overview	Page 38
Parent/Guardian Involvement	Page 38

Section 14: Visitors and Disruptions to Educational Process:

Visitor Check in process	Page 39
---------------------------------	----------------

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

Public Mass Care and Welfare	Page 40
-------------------------------------	----------------

Section 16: California Interscholastic Federation Event Emergency Guidelines

Part I: Planning to avoid violence and disruptive incidents at athletic events

General Considerations	page 41
Responsibilities of Home Team	page 41
Guidelines for Visiting Teams	page 42
Guidelines for both Teams	page 42
Part II: Specific Threats	page 43
Injuries and Medical Emergencies	page 43
Fire	page 43
Earthquake	page 43
Severe Weather	page 43
Shots Fired: Run, Hide and Counter if necessary	page 45
Weapons Without Shooting	page 45
Suspicious Behavior	page 47

Child Abuse	page 47
Personnel Harassment	page 48
Power Outage	page 48
Missing Child	page 48
Abduction	page 48
Controlled Substance (drugs/alcohol)	page 49
Sexual Harassment	page 49
Sexual Assault	page 49
Tactical Situation	page 50
Bomb Threats	page 50

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

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

Chico High School INCIDENT RESPONSE TEAM 2017-2018

Incident Coordinator:	Mark Beebe/Brian Boyer
Incident Coordinator Assistant:	Brian Boyer
Scribe(s):	Sara Pasillas
Operations/Logistics:	Brian Boyer
Operations/Logistics Assistant:	Erica Sheridan
Safety:	Sara Pasillas
Liaison/Intelligence:	Eric Sheridan
Intelligence:	Lori MacPhail/ Chico PD
Public Information:	District Office Personnel

Responsibilities of Incident Coordinator**Mark Beebe/Brian Boyer**

- 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)**Brian Boyer**

- 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)**Sara Pasillas**

- 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**Brian Boyer**

- 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**Erica Sheridan**

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

Responsibilities of Safety/Logistics**Sara Pasillas**

- 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
(SRO/Probation)****Chico PD/Erica Sheridan**

- 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.

Code Red Lock Down

THREAT LEVELS AND CORRESPONDING EMERGENCY ACTION

Notification of emergency will be announced by the site Administrator

Code Red (Armed Intruder)

• Option 1: Barricade

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Fortify doors and windows with available furniture
- Students on ground or hidden
- Wait for instructions from Incident Coordinator

• Option 2: Evacuate

- Flee away from threat.
- Communicate via Catapult EMS

• Option 3: Counter

- Last resort, take all actions necessary to distract intruder and escape.

CODE RED/ Imminent Threat

Follow directions of Incident coordinator: LOCK DOWN or EVACUATE

When the CODE RED (lockdown) alert is given, take the following actions:

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Students on ground or hidden.
- Wait for instructions from Incident Coordinator via Catapult EMS

When the Evacuate order is given, take the following actions:

- Immediately vacate the building using the Fire Drill Evacuation Map
- Communicate via Catapult EMS

Code Yellow: Precautionary

- No immediate danger
- Duration unknown.
- Keep doors locked.
- Keep curtains/windows closed
- Lights can remain on
- No unsupervised movement outside of buildings.
- Wait for instructions and updates from appropriate site administration.

BOMB THREAT PROCEDURE

BOMB THREAT: A suspected bomb or explosive device **has been reported, but not located.**

BOMB EMERGENCY: **A bomb has been located.**

BOMB THREAT PROCEDURE

All threats directed toward the school will be taken **seriously**. The site administrator will contact law enforcement and initiate next steps. The site administrator will be responsible for communicating necessary procedures/actions to staff and District Office.

BOMB EMERGENCY PROCEDURE:

1. **Do not in any way handle or move a suspected explosive device.**
2. **Call 911.** The dispatcher will ask for information. Call the district office at 891-3001 ext. 149.
3. Announce "this is an evacuation" over the school PA system
4. Account for students via Catapult EMS and evacuate in an orderly manner.
5. Move students a safe distance from the buildings or bomb site and account for all students Via Catapult EMS.
6. If necessary, render first aid.
7. Be aware of potential second device - stay away from original bomb site, buildings or vehicles. Open areas are best location for gathering/accounting process.
8. Return to the buildings only when the ALL CLEAR signal is given.

Fire/Explosion

FIRE

-

1. Sound the school fire alarm.
2. Announce "This is an evacuation" over the school PA system.
3. Teachers and staff will:
 - Clear room(s)
 - 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. An ALL CLEAR signal will be given indicating conditions are safe for returning to classrooms.

EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should **drop** and **cover**.
2. **Assess** 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 Incident Coordinator via Catapult EMS.

SHOTS HEARD OR FIRED

1. If you are in the area of a **crime in progress near campus**, **do not attempt to interfere with or apprehend the suspect except for self-protection**. IF YOU HAVE STUDENTS WITH YOU AND THE SUSPECT IS IN POSSESSION OF A WEAPON, DIRECT THEM TO DROP, COVER AND REMAIN MOTIONLESS. IN THE EVENT THAT GUNFIRE IS HEARD, EVERYONE SHOULD BE INSTRUCTED TO LIE FLAT ON THE GROUND. If the suspect does not have a weapon, move students away from the scene of the crime in an orderly fashion.
2. If situation permits, make note of details:

VEHICLE	PERSON
License plate number	Height
Type of vehicle	Weight
Color of vehicle	Gender/race
Damage to vehicle	Color of hair
Occupant(s)	Color of clothing
	Weapons
3. **Call 911**: give your name and location and advise them of the situation.
4. Call your school's main office. The main office will call the district office at 891-3001
5. If necessary, render first aid.
6. Teachers will be notified by the Principal or designee to follow the **CODE RED LOCKDOWN PROCEDURE**.

Earthquake/Tornado

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:

1. 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.

2. 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.

3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.
4. If necessary, render first aid.

Evacuation

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:

1. **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.

2. **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.

3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.

4. If necessary, render first aid.

ACTIVE SHOOTER

I. **PURPOSE**

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. **RESPONSIBILITIES**

A. **School Incident Commander/Principal**

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place, to reach 911 from a school phone dial 9-9-911. A 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers). Caller will remain on the line to provide updates.

- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of “Who? What? Where? When? How?” will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school’s emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via email, phone, and Catapult EMS. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.
- Notify the Superintendent’s office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom’s immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.

- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Master Schedule

MASTER SCHEDULE 1718

DEPT	TEACHER	RM	EXT	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	
AG	CHAMPLIN	J121	636	AG Sci Chem	AG Sci Chem	PREP	AG Leadership	LUNCH	AG Sust Bio	AG Sust Bio	
	COCKRELL	AG3	383	AG Welding 1	AG Welding 1	AG Welding 1	PREP	LUNCH	AG Welding 2	Adv Welding	
	SWICKARD	AG1	381	Plant & Soil	Plant & Soil	AG Govt/Econ	PREP	LUNCH	AG Floral Des	AG Floral Des	
ELECT	BISHOP	D4/D5	391	PREP	Student Govt	Student Govt	Leadership	LUNCH	RELEASE	RELEASE	
	PITHOUD	K115	635		Yearbook						
	WINDSOR	A129	209	Spanish 2	Spanish 2	PREP		LUNCH			
		A114	210							Work Exp	Work Exp
ENGL	ASNAULT	K213	643	Amer Lit	Amer Lit	Honors 10	Honors 10	LUNCH	English 10	English 10	
	FRYE	K114	634	(World History)	(World History)	Amer Lit	PREP	LUNCH	Amer Lit	Amer Lit	
	GIRT	K211	641	Honors 10	Honors 10	AP Eng 11	AP Eng 11	LUNCH	Honors 10	PREP	
	GOLDMANN	K212	642	PREP	English 10	Speech/Debate	Speech/Debate	LUNCH	Speech/Debate	English 10	
	HOLLIE	C10	410	PREP	ELD	SC 9/10	Cont Lit	LUNCH	Cont Lit	Cont Lit	
	KLEIN	K113	633	AP Eng 11	AP Eng 11	Humanities 2	PREP	LUNCH	Humanities 1	AP Eng 11	
	MATHEWS, C	K214	644	PREP	Honors 9	AP Eng 12	Peer Tutor	LUNCH	AP Eng 12	AP Eng 12	
	MATHEWS, J	C4	404	English 9	English 9	English 9	English 10	LUNCH	PREP	English 9	
	PARRY	K111	631	English 10	Humanities 1	English 10	Humanities 1	LUNCH	PREP	Release	
	PITHOUD	K115	635	Honors 9	Yearbook	PREP	LUNCH	Honors 9	Honors 9	English 9	
	*STARMER	K112	632	Humanities 2	PREP	Film Apprec	Film Apprec	LUNCH	Release	Humanities 2	
	WASHINGTON	B9	309	Eng 12/ERWC	Eng 12/ERWC	English 9	LUNCH	English 9	English 9	PREP	
	FINE ART	*BAXTER	F1	331	PREP	Glass Design	Glass Design	Glass Design	LUNCH	OPEN	OPEN
MCLEAN		F5	335	OPEN	Digital Arts	Digital Arts	PREP	LUNCH	Digital Arts	Digital Arts	
SKADAL		F3	333	Ceramics	Ceramics	PREP	Ceramics	LUNCH	Ceramics	Ceramics	
STEPHENS, P		F2	332	Art Studio 1	Art Studio 1	Art Studio 2/3	LUNCH				
		IT6						ArchDesgn1	ArchDesign1	PREP	

DEPT	TEACHER	RM	EXT	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
WLD LNG	APPLEBEE	A126	206	Spanish 3	Spanish 3	PREP	Spanish 3	LUNCH	Spanish 2	Spanish 2
	BUSTAMANTE	B2	302	Spanish 1	PREP	AP Spanish	LUNCH	Spanish 1	AP Spanish	Spanish 1
	FISHER	B11	311	PREP	Spanish 2	Spanish 2	Spanish 2	LUNCH	Spanish 1	Span Spkrs 1
	O'NEILL-PEPE	A129	209	OPEN	OPEN	PREP	French 2	LUNCH	French 3/4	French 1
	*SALAS	A130	210	Spanish 1	Spanish 1	Spanish 1	LUNCH	Spanish 1	Spanish 2	PREP
	*TRIFFO	A128	208	Spanish 4	Spanish 4	Spanish 3	PREP	LUNCH	Spanish 4	Spanish 3
	WINDSOR	A129	209	Spanish 2	Spanish 2	OPEN	PREP	LUNCH	Work Exp	Work Exp
HEALTH	JENSEN	B6	306	Health/Careers	Health/Careers	Health	LUNCH	Health	Health	PREP
	SIMMONS	S6	396	OPEN	PREP	Career Planning	LUNCH	Career Planning	Career Planning	Career/Health
MATH	CALVERT	A210	220	Integ Math 3	PREP	AP Statistics	AP Statistics	LUNCH	Integ Math 3	Math Analysis
	CULVER	A206	216	Integ Math 1	Math C	PREP	Peer Tutor	LUNCH	Math C	Integ Math 1
	COX	A205	215	Integ Math 1	Integ Math 2	Integ Math 2	PREP	LUNCH	Integ Math 1	Integ Math 2
	DICKERSON	A204	214	PREP	Integ Math 3	Math C	LUNCH	Math C	Integ Math 1	Integ Math 1
	JOHNSON	A209	219	OPEN	Integ Math 2	Integ Math 2	PREP	LUNCH	Integ Math 2	Integ Math 2
	LEFFLER	A201	212	OPEN	Integ Math 1	Integ Math 1	LUNCH	Integ Math 1	PREP	OPEN
	PEASHA	A203	213	Integ Math 2	Integ Math 1	Integ Math 1	Integ Math 2	LUNCH	PREP	RELEASE
	*SOURS	A212	222	Integ Math 3	PREP	Math Analysis	Integ Math 3	LUNCH	AP Calculus	Integ Math 3
	UPTON	A207	217	Adv Math Conce	Integ Math 3	PREP	Integ Math 2	LUNCH	Integ Math 2	Integ Math 3
	VANDERHEIDEN	A208	218	Math C	Math C	Integ Math 3	Integ Math 3	LUNCH	Math Analysis	PREP
MUSIC	COON	D2	322	PREP	A Capella	Mixed Choir	LUNCH	Small Groups	Theatre	Theater
	MORALES	D1	321	Symph Band	Guitar	Guitar			Begin Piano (D2)	8* Jazz Ensem
PHYS ED	ALVISTUR	GYM	648	(World History)	PREP	(World History)	(World History)	LUNCH	(World History)	Spts Cond
	CARTON	GYM	423	PREP	PE	Leisure Sports	Leisure Sports	LUNCH	OTHER	OTHER
	CATALANO	GYM	421	PE	PE	PE	PE	LUNCH	Sports Cond	PREP
	COLWES	GYM	423	PE 9	PE 9	PE 9	LUNCH	PREP	PE 9	PE 9
	*KEMP	GYM	423	PE	PREP	PE	PE	LUNCH	PE	PE
	LINNET	GYM	422	PREP	PE 9	PE 9	LUNCH	PE 9	PE 9	PE 9
	TAYLOR, L	GYM	423	PE 9	OPEN	PREP	Peer Tutor	PE 9	PE	PE
	TAYLOR, T	GYM/IT3	422	Sports Medicine	Sports Medicine	Sports Medicine	PREP	LUNCH	OPEN	OPEN
				0* ISPE (2 Sec)						

DEPT	TEACHER	RM	EXT	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
SCIENCE	*BALL	S1	391	Chemistry	Chemistry	Chemistry	Chemistry	LUNCH	AP Chemistry	AP Chemistry
	GARVEY	S4	394	Biology	Biology	Biology	PREP	LUNCH	Life Science	Life Science
	GRIPENSTRAW	J116	638	Anatomy/Phys	Anatomy/Phys	Anatomy/Phys	Anatomy/Phys	LUNCH	PREP	AP Biology
	KENNEDY	S2	392	Physics	Physics	Chemistry	Chemistry	LUNCH	Chemistry	Chemistry
	LARSON-CANNE	S7	397	Life Sci/SC Life	Physical Sci	Physical Sci & SC	LUNCH	Biology	PREP	Physical Sci
	REYNA	J117	637	Intro Chem	Intro Chem	Biology	LUNCH	Biology	Biology	Biology
SOC SCI	ALVISTUR	J218	648	World History	PREP	World History	World History	LUNCH	World History	SptsCondFtbl
	BRUCHLER, K	J225	651	US History	US History	PREP	US History	LUNCH	US History	US History
	FRISBEE	C9	409	Econ/Govt	Govt/Econ	Govt/Econ	PREP	LUNCH	Econ/Govt	Govt/Econ
	FRYE	K114	634	World History	World History	(Amer Lit)	PREP	LUNCH	(Amer Lit)	(Amer Lit)
	HAHN	J224	650	AP Govt/Econ	PREP	AP Govt/Econ	AP Govt/Econ	LUNCH	AP Govt/Econ	AP Govt/Econ
	MATHROLE	J217	647	US History	AP Psychology	AP Psychology	PREP	LUNCH	Psychology	Psychology
	SNIDER	C5	405	OPEN	AP Euro Hist	AP Euro Hist	AP Euro Hist	LUNCH	PREP	World History
	EMMONS	J227	653	AP US History	US History	US History	PREP	LUNCH	AP US History	AP US History
	WEBB	J219	649	AP Micro/Macro	PREP	AP US History	AP US History	LUNCH	World History	World History
	TECH	*BRUGGEMAN	IT1	352	Eng Des 1	Arch/Design 2	Arch/Design 2	Eng Des 2	LUNCH	Eng/Design 3/4
STEPHENS		IT6		(Art Studio 1)	(Art Studio 1)	(Art Studio 2/3)		Arch/Design 1	Arch/Design 1	
RSP	ARCHER	B10		Basic Eng	Assessment	Basic English	Acad Support	LUNCH	PREP	Acad Support
	CHRISCO	B7	307	Acad Support	OTHER	Basic English	Acad Support	LUNCH	Assessment	PREP
	LEFFLER	C6	406	OTHER	Assessment	Acad Support	LUNCH	PREP	Acad Support	Acad Support
	*SCHROLL	A109	201	Assessment	OTHER	Basic English	LUNCH	Basic English	Basic English	PREP
	TEJA	B4	304	Acad Support	Basic English	Basic English	Acad Support	LUNCH	PREP	Assessment
SDC	HEALD	C7	407	Mod Wld His	Mod Govt/Econ	Mod Health	Mod US Hist	LUNCH	PREP	Mod Phy Sci
	MUNOZ	A110	202	Mod English 12	Modified Eng 9	Modified Eng 11	LUNCH	Mod Film/AccSup	Mod English 10	PREP
	NICKERSON	IT2	879-7533						Mod Voc Ed	Mod Voc Ed
	ROLLINS	C1	401	PREP	Mod Integ 1	Mod Math C	Mod Math 1	LUNCH	Mod Math B	Mod Life Sci

DEPT	TEACHER	RM	EXT	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
SH	COULSON	IT4		Funct Acad Sup	Funct ELA	Funct Math	LUNCH	PREP	Funct Voc Ed	Funct Elct
	HERRICK	J124	640	Funct Acad Sup	Funct ELA	Funct Math	PREP	LUNCH	Funct Elct	FunctVocEd
	KELLY	J122	639	SH	SH	SH	SH	LUNCH	SH	SH
	RICHER	C2	402	Funct Acad Sup	Funct Math	Funct ELA	PREP	LUNCH	Funct Elct	FunctVocEd
CTE	LOUSTALE	IT5	351			ROP IntPro/Net	ROP Program	LUNCH	ROP A+ Comp	ROP Program 8* M/W Robotics *8 T/TH IT Intern
	CASTILLO	B1	301	ROP Med/Hosp		ROP Med/Hosp				
BCC	ELLSMORE	BCC		Govt/Econ	CP Writing	Res Facil Lab	CollegeSurvSk			
	FISHER	BCC		Govt/Econ	CP Writing	Res Facil Lab	Career Planning			
ISP/Online	COOK	C11		ISP	ISP	ISP	ISP		ISP	ISP
	GINNO	C11		ONLINE	ONLINE	ONLINE	ONLINE			
	HANLON	A111		ISP	ISP	ISP	ISP		ISP	ISP

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 of Chico High School:

Mission Statement:

Through meaningful relationships with students, parents, and community Chico High prepares students to become independent self-sufficient adults who succeed and contribute responsibly in the global society.

Vision Statement:

Chico High is a place where we see:

- all students as learners
- each individual student with dignity and value
- students developing mutual respect valuing ethnic, cultural, and individual diversity
- students who pursue truth and knowledge, who commit to excellence, and who are responsible citizens
- students who meet high academic standards in order to graduate high school
- a safe school environment which encourages the freedom to teach and learn
- teachers using diverse teaching styles within the context of common learning standards and graduation requirements
- teachers talking, sharing, exploring, and planning together to improve instructional patterns to improve student learning

Section 6: Chico High School Profile

Pride and Strengths:

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

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

Student Diversity: The Chico High School community is a diverse community. Our students add differing languages, cultures, and beliefs to the everyday flavor of the campus.

Student Advocacy: Through a strong student government, our students take advantage of developing a voice on campus. Students take control of their projects and take responsibility for providing input into school policy and decision.

School Safety: There is a strong connection between the School Safety team (Campus Supervisors, Probation, and Administration) to be aware of the issues on campus, to connect with the students, and work to provide a solution prior to the problem growing out of control.

Ethnic Profile

Our school population is comprised of students from many different countries and various ethnic backgrounds, speaking 15 different languages. The ethnic profile of the school is as follows:

Caucasian	59.1%
Hispanic	23.4%
Asian/Pacific Islander	8.1%
African American	4.4%
American Indian/Alaskan Native	1.3%
Other	3.8%

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

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

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

School Profile

Chico High School (CHS) is a four-year comprehensive high school located in downtown Chico, adjacent to the California State University, Chico campus. Established in 1902, CHS is the oldest of the six secondary schools in the Chico Unified School District. The neighborhood is a mixture of single-family dwellings, apartments and rental houses. The campus is open with fencing around the athletic fields and along the north and south borders of the school.

Our current enrollment is approximately 1,800 students. Chico High has been recognized by US News and Review as being in the top 5% in the nation's high schools. This honor has been awarded Four years in a row.

Staff Profile

All members of the Chico High School certificated staff have fulfilled the requirements for a teaching credential as regulated by the California Teaching Credential Department. There are 81 certificated full-time and part-time staff members at Chico High School. All instructors teach courses within their area of authorization. Twenty-seven certificated staff members have a master's degree.

Curriculum and Educational Programs

The quality of Chico High's educational environment has been recognized on both state and national levels. In 1996, CHS was designated a **California Distinguished School** by the State Department of Education. In 1989, CHS was one of only 107 public high schools to be named a **National Blue Ribbon School** by the U.S. Department of Education. In 1998, we were again named a **National Blue Ribbon School** – one of only four schools in California to be recognized for a second time.

Chico High School has been developing as a Professional Learning Community over the past several years. Teachers have been meeting within subject area groups to develop learning targets, common assessments, and best practice teaching strategies to further the learning of our students. A result of these areas has been an increase of our AYP scores that now top the 800 mark.

Students enrolling in Chico High select from a variety of educational choices leading to graduation. These include nine Advanced Placement courses, two honors programs in mathematics and English, a three-tiered English as a Second Language (ESL) program, Sheltered Core classes for limited and non-English speaking students, and Spanish for Native Speakers courses. The fine arts programs continue to be a vital part of our students' experience. Two new Computer Art classes complement the existing array of course options in Music, Drama, Dance, and Art. Our state-recognized Agriculture program offers students the option of earning Math, Science, and Fine Arts credits in a variety of Agriculture

classes. Six Resource Specialist Program (RSP) teachers and three *Special* Day Class (SDC) teachers support students with special educational needs.

Support Services and Programs:

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

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

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

Chico High has a Victor Counselor available for all qualifying students to receive ongoing counseling.

Anti-Violence Measures

- **Safe School Team Meetings**
The Safe School Team meets on a regular basis to discuss issues on campus and to plan for future events. The team is made up of campus supervisors and administrators. We take a proactive approach to identifying issues on campus and to developing comprehensive approaches to solutions.
- **Peer-Tutoring Program**
Peer tutors volunteer to provide individual tutoring to students needing assistance in any subject area. Tutors have successfully completed any course they tutor. Students and tutors arrange days and time for study time, usually at lunch or after school. *** All student assistance services can be accessed through Robin Bicocca, Program Coordinator.
- **Opening of School Assemblies with All Grade Levels in P.E. Classes to Explain Expectations**
Each year the administrators meet with all students in their English and History classes to clearly state expectations and to inform students of any policy/rule changes that may affect them. The principal begins by addressing the importance of building a strong transcript and what it has meant to former students. The assistant principals follow by explaining curriculum issues, the different programs available on campus and policies as they pertain to: sexual harassment, child abuse, drug/alcohol use, possession of weapons or dangerous objects, and attendance.
- **Four Simple Campus-Wide Classroom Rules (all rooms posted)**
 - 1) Be to class on time with all materials
 - 2) Give full attention to the lesson for that day

- 3) Respect all persons and property
- 4) Wait until excused by the teacher before leaving the classroom

- **Campus Supervision During Key Hours**

The key hours have been identified at CHS and personnel have been assigned accordingly.

Diane Kennedy (Daily)	-	7:30 – 3:15
Carol Forayter	-	10:00 - 3:15
Josh Collado	-	7:30 - 3:30
Jay Apalit (Daily)	-	10:00 – 3:00

- **Multicultural Week; Once a Year**

Once a year the Associated Student Body puts on a multicultural assembly with performances by different ethnic groups on campus. This assembly is preceded by a week of campus- wide activities, which include food booths, information pamphlets and tables set up by different ethnic organizations from the community and CSUC.

- **Swift Follow-Up on Any Harassment Complaints (racial, sexual, religious, gender)**

Any harassment complaints are followed up in a swift and timely fashion. Each situation is taken seriously and investigated to reach a safe and equitable conclusion.

- **Crisis Counselor (drug/alcohol/tobacco counseling)**

CHS has a crisis counselor on campus five days per week. This counselor deals with drug/alcohol/tobacco/violence issues. Students are referred to the crisis counselor by the assistant principals, counselors, school psychologist and parents. Students can opt for individual or group counseling

- **Peer Counseling/Mediation:**

Coordinated by our school psychologist, students learn to conduct conflict mediation between students. They act as an integral part in our efforts to provide a safe school environment for our students.

Freshman Academic Intervention:

Freshman are identified by their Math and English teachers as needing additional support. These students are referred to the lunch-time program and receive one on one help over a three-week period in order to get them back on track. The students remain in their respective classes during this intervention.

Place/Physical Environment/Safety:

School Facilities and Safety

Nearly every classroom is used every period, thus limiting teacher workspace for preparation. CHS maintains nine computer labs and 500 computers school-wide. All computers are connected by a fiber-optic local area network with access to a wide area network and the World Wide Web.

Using Measure A funds, Chico High has just completed two new buildings that house a total of 21 classrooms. Three Science Labs, one Computer Lab, one Special Education room and seventeen regular education classrooms were added.

Using the same funds, Chico High built a combination Gym and Cafeteria.

Although under funded and understaffed, our custodial, grounds, and maintenance staff do an effective job of keeping the facilities clean and maintained.

Our school has an emergency plan and evacuation procedures are practiced as per state law. Staff and students are constantly being in-serviced in the Code Red Lockdown procedures in case of a critical incident. An asbestos survey and an abatement plan have been developed for Chico High. The insurance inspector and the City Fire Marshal regularly conduct safety inspections to ensure compliance with all codes and regulations.

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

Guiding Principles:

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

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

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

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

Teacher Referrals for Mental Health Services:

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

Preventing and Intervening in Pupil Aggressive Behavior:

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

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:

Chico High has 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 students become productive citizens and learners in a diverse society, all individuals including students, 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 available to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety; to the protection of personal property; to respect from adults; and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Sexual Harassment Policy:

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

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 social problem-solving and social decision-making are now standard feature of effective drug and violence prevention programs.

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

Discipline Procedures:

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solution. 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 administration of Chico High School.

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. Additionally, Chico High School 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.

Bullying Prevention:

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

Within the first three weeks of school, the Administration go into each class to discuss school rules, effects of bullying and potential consequences of inappropriate behavior.

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

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

Overview:

Chico High School's 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.

Crisis Intervention and Disaster Planning:

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

Gang Affiliation:

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

Gangs and Graffiti:

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

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Chico High has access to two alternative programs. The first is Fairview, designed to aid students who are credit deficient. The second is AFC (Academy for Change), which houses the In School Suspension Program and the Expulsion Program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

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

Truancy Learning Center/District Attorney Referral:

Chico High School recognizes the importance of punctuality and regular attendance. The staff of Chico High School shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted.

Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board (SARB).

Megan's Law Notification:

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

Dress Code Policy



CHICO HIGH SCHOOL

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Chico High Dress Code

Revised May 2017

(Also available in the CHS Handbook at <http://chs.chicousd.org>)

The Chico High School dress code specifies standards that promote a positive and safe learning environment. All CHS students and staff are expected to be suitably groomed and to wear clothing that is neat, clean, and appropriate for school and school events. Students' clothing must not present a health or safety hazard.

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

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

The goal of this dress code is to promote college and career readiness and to teach students wardrobe appropriateness.

If a student's dress is not in accordance with this policy, any CHS staff may ask the student to make an appropriate correction.

Corrections may include:

1. Student may be given a "fix-it ticket/fashion police" card to report to the office for wardrobe change.
2. Student/Parent conference.
3. Disciplinary action

Enhancing Physical Safety Practices:

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

- Chico High School has minimized blind spots around the school facility.
- Chico High School has installed an alarm system.
- Chico High School has set a priority to keep buildings clean and maintained.
- Chico High School has limited roof access by keeping dumpsters away from building walls.
- Chico High School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Chico High School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Chico High School has established a procedure to have the school campus fully lighted at night.
- Chico High School keeps a complete list of staff members who have keys to buildings.
- Chico High School 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 daily upon discovery.
- Chico High School provides maximum supervision in heavy traffic areas.
- Chico High School has established two-way communication between the front office and each classroom.
- Chico High School offers school-or-community-based activities for students after school and on the weekends.

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

Overview:

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

Campus Supervisor and Administrative Positions:

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

Chico High School employs a principal, 3 vice-principals, and 5 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. These personnel have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, vice-principal, and the campus supervisors at Chico High School make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

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

Campus Disturbances and Crimes:

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

Teacher Notice of Disciplinary History:

Chico High 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, assign 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.

Chico High School:

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

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

Section 14: Visitors and Disruptions to Educational Process:

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

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

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

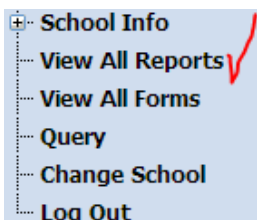
Chico High School has developed an awareness for disruptive individuals and, when appropriate will exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

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

Running an Aeries School Disciplinary Report

Step 1: Go to Aeries: Make sure the year says 2015-2016. Then login.

Step 2: Under School Info in the Tool bar click on View all reports



Step 3: Click on Discipline Distribution Report

Daily Attendance Summary
Daily Present By Section
Discipline Distribution Report ✓
Discipline Report
Emergency Student Listing

Step 4: Click on Suspend able Offenses. Set the Date Range and check the Ethnicity/Race button and run the report.

Code	Table	Total By
01	<input type="radio"/> DIS	<input type="radio"/> U1
02	<input checked="" type="radio"/> ADS	<input type="radio"/> U2
03	Date range	<input type="radio"/> U3
04	Start: 08/19/2013	<input type="radio"/> U4
05	End: 06/05/2014	<input type="radio"/> U5
06	Grade Range	<input type="radio"/> U6
07	From: 7	<input type="radio"/> U7
08	To: 8	<input checked="" type="radio"/> U8
09		<input type="radio"/> Ethnicity/Race
10		<input type="radio"/> Track
11		<input type="radio"/> Attendance Program
12		<input type="radio"/> None
13	Count codes from these ADS Fields	
14	<input checked="" type="checkbox"/> CD	<input checked="" type="checkbox"/> CD2
15	<input checked="" type="checkbox"/> CD3	<input checked="" type="checkbox"/> CD4
16	<input checked="" type="checkbox"/> CD5	
17	<input type="checkbox"/> Limit to incidents occurred at this school	
18		

Only Suspendable Offenses ✓

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

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

Section 16: California Interscholastic Federation Event Emergency Guidelines

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

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

RESPONSIBILITIES OF HOME TEAM

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

1. Pre-Event Planning: Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.
2. Staff Planning: Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.
3. Visiting Team Arrival: Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.
4. Referees: Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field.
5. Scoreboard: Have properly trained adult scorers and timers for officials at games.
6. Game Announcer: The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.

7. Concession Stands: Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.
8. Conduct of Game: Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.
9. Disruptive Individuals: If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.
10. Area outside of Venue: Areas immediately outside of the venue should be kept clear of unassociated persons.
11. Exiting the Venue: Arrange for supervision to continue until students have left the area, including the team bus.

GUIDELINES FOR VISITING TEAMS

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

GUIDELINES FOR BOTH TEAMS

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

PART II: SPECIFIC THREATS

INJURIES AND MEDICAL EMERGENCIES

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

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

FIRE

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

EARTHQUAKE

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

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.

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

Outside Event: DROP AND COVER AND STAY OUTSIDE

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

Traveling to a School Event: STOP SAFELY

1. Pull the Bus or vehicle to the side of the road and stop, unless the conditions found in 2 below, apply.
2. If the bus or vehicle is on a bridge, overpass, or under power lines, continue until these dangers are cleared.

3. Wait until the ground movement stops, then check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris. Check radio for emergency broadcast. Even if road is apparently safe, proceed slowly.

SEVERE WEATHER

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

SHOTS FIRED: RUN, HIDE AND COUNTER IF NECESSARY

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

Outside Event

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run
4. If you are in an open area, run in a zigzag pattern, bending over as much as you can.
5. Keep others from entering into the area.
6. Seek shelter if you cannot outrun the shooter. Any feature that can be used block gun fire should be considered, including walls, planters or trees.
7. Call 911 as soon as safety permits.
8. As soon as possible, evacuate patrons to a safe area, preferably into a building.
9. Remain calm and as observant as possible. Be ready to describe the shooter, the weapon, a vehicle tag number, etc. to police when they arrive.
10. Be ready to describe the situation and request medical aid if necessary.
11. **Do not confront the shooter unless the circumstances present no other option:** In most cases, the shooter will leave after the initial assault.

12. After shots are no longer being fired, check for injuries.
13. Contact your immediate supervisor.
14. Contact parents/guardian.
15. Complete the incident report form and forward it to your immediate supervisor.

Inside a Building

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

Counter Option

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

WEAPONS WITHOUT SHOOTING

Suspected Weapon On The Premises

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

Observed Weapon On The Premises

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

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

SUSPICIOUS BEHAVIOR

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

CHILD ABUSE

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

Definitions Of Child Abuse:

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

PERSONNEL HARASSMENT

1. Remain Calm.
2. Do not respond to the person in a confrontational manner
3. Involve your direct supervisor.
4. Ask and allow person to explain situation.
5. Listen and show concern.

6. If situation remains confrontational, ask the person to leave.
7. If you feel that you are in danger, call 911.
8. Complete the incident report form and forward it to your immediate supervisor.

POWER OUTAGE

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

MISSING CHILD

1. Remain calm.
2. Inform your immediate supervisor and all staff members that the child is missing and direct staff and participants to meet in an assigned area or room. (Pre-determined procedures should be in place for the remainder of the program hours.)
3. Previously designated staff should stay with participants while the remaining staff search the building. Check all inside spaces of the building and conduct a thorough search of the grounds.
4. Notify the police at 911.
5. Notify the parent/guardian. Ask questions of the parent such as:
 - Does s/he know how to ride the bus?
 - Does s/he have any money?
 - Are there any places in the area that the child is familiar with such as a playground or picnic area?
 - 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:
 - What did the person say?
 - What did the person do that made you feel uncomfortable?
 - When did this happen?
 - How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.
5. *If allegations of **physical touching**, CALL POLICE and your immediate supervisor. **Sexual Assault Procedures** should be initiated (see page 12).*

SEXUAL ASSAULT

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

Note: For Sexual Assaults:

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

TACTICAL SITUATION

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

BOMB THREATS: ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. **DO NOT** try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. **ASK.....**
 - **WHEN** will the device explode?
 - **WHERE** is the device?
 - **WHAT** kind of device is it?
 - **WHAT** does it look like?
 - **WHY** did you place the device?
 - **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.....
 - Time of call
 - Exact words of caller
 - Male or female sounding voice

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

For Those Individuals Aware Of the Bomb Threat:

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