

# Pleasant Valley High School

## Safe Schools Plan 2017-2018

### Planning Committee Members:

#### Safety Team Members Signature Page:

School Principal:	(John Shepherd)
Assistant Principal:	(Renee Spaggiari)
Teacher in Charge:	(Amanda Ellis)
Teacher:	(Stefanie Volk)
Teacher:	(Pam Jackson)
Teacher:	(Randy Gilzean)
School Office Manager:	(Charlotte Mallory)
Campus Supervisor:	(Scott Givens)
Campus Supervisor:	(Casey O'Brien)
Custodian:	(Dave Nasser)
Parent:	(Terese Howell)

A vertical column of ten handwritten signatures in blue and black ink, each written over a horizontal line. The signatures correspond to the names listed in the table to the left. From top to bottom, the signatures are: John Shepherd (blue), Renee Spaggiari (black), Amanda Ellis (black), Stefanie Volk (black), Pam Jackson (black), Randy Gilzean (black), Charlotte Mallory (blue), Scott Givens (black), Casey O'Brien (black), and Dave Nasser (black). The signature for Terese Howell is not visible.

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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.

### **Pleasant Valley High School INCIDENT RESPONSE TEAM 2017-2018**

<b>Incident Coordinator:</b>	<b>John Shepherd</b>
<b>Incident Coordinator Assistant:</b>	<b>Renee Spaggiari</b>
<b>Scribe(s):</b>	<b>Sierra Bates/Cindy Engberg</b>
<b>Operations/Logistics:</b>	<b>Renee Spaggiari</b>
<b>Operations/Logistics Assistant:</b>	<b>Damon Whittaker</b>
<b>Safety:</b>	<b>John Shepherd</b>
<b>Liaison/Intelligence:</b>	<b>Amanda Ellis</b>
<b>Intelligence:</b>	<b>Chico PD</b>
<b>Public Information:</b>	<b>District Office Personnel</b>

## **Responsibilities of Incident Coordinator      John Shepherd**

- 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)      Renee Spaggiari**

- 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)      Sierra Bates/Cindy Engberg**

- 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      Renee Spaggiari**

- 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****Damon Whittaker**

- 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****John Shepherd**

- 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**

- 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:
 

<b>VEHICLE:</b> License plate number Type of vehicle Color of vehicle Damage to vehicle Occupant(s)	<b>PERSON:</b> Height Weight Gender/race Color of hair/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

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 **[Insert the actual sequence to dial 911 from the school's phone system]**. 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 **[identify means- phone, email, texting EMS – used by school]**. 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 FALL 2017

	A	B	C	D	E	F	G	H	I	J
1	Periods	Rm.	1st 7:45-8:42	2nd 8:49-9:46	3rd 9:53- 10:50	4th 10:57-11:54	5th 11:54- 12:35	6th 12:42-1:39	7th 1:46-2:43	8th 2:50-3:47
2	<b>Media Arts</b> ** class counts for elective credits only NOT department credits									
3	Peck, M	M4	Intro Multi	Audio	Explor Work	Video 2,3		Video 1	Video 1	
4	<b>English</b>									
5	Morrissey, S	M5	HO Eng 10	HO Eng 10	ERWC	ERWC				
6	Bailey, C	M7	ERWC	ERWC	HO Eng 10			HO Eng 10	ERWC	
7	Besnard, A	M10		APEngLit/HL2	English 9P	English 9P		English 9P	AP Eng Lit	
8	Garrett, R	M2	English 10P		American Lit P	English 10P		American Lit P	English 10P	
9	Hagen, K	M1	Themes in Lit	Power Reading	ERWC			ERWC	English 10A	
10	Hislop, N	M12		AP Eng Lang	AP Eng Lang	World Lit P		AP Eng Lang	World Lit P	
11	Jensen, T	A1/CFA1	English 9P	English 9P	<i>Theatre1/Stage</i>			<i>Theatre 2/IB</i>	English 9P	
12	Mayr, M	M8	American Lit P	American Lit P	Eng IB/HL 1	American Lit P				
13	McCarty, J	M9	English 10P	English 9P		Survey Mod		English 10P		
14	Miller, K	M6		English 10P	English 10P	HO Eng 9P		HO Eng 9P	HO Eng 9P	
15	Pack, E	B7/B8	English 9A		English 9A	Power Reading		English 9A		
16	Van Dewark,	M11/C6		HO Eng 9	HO Eng 9	American Lit P		American Lit P	American Lit P	
17	Volk, S	M9/O6	English 9P		<i>Stu Govt</i>	English 10P				
18	<b>Health</b>									
19	Crawford,D	O4	Health			Health		Health	Health	<i>Onl Health</i>
20	<b>Home Economics</b>									
21	Burns, P	D1				Culinary		Culinary	Culinary	
22	Dietle, L	C7	Survival	Careers w/Kids	CK & Human	Survival		HEROES		
23	Castillo, S	B1	Admin of Just							
24	Sullins, S	C4	Life Mangement	Life Mangement	Life Mangement	Nutrition Sci		Teen Topics	Teen Topics	
25	<b>Independent Study</b>									
26	Stevens, T	V1	VISP	VISP	VISP	VISP		VISP		
27	<b>Edmentum</b>									
28	Carras, P	C3	Edmentum	Edmentum	Sports Medicine	Sports Medicine		Edmentum	Edmentum	
29	<b>Industrial Technology</b>									
30	Joiner, M	E3	Welding 1	Welding 1	Welding 1	Adv Weld		Weld Fab	Weld Fab	
31	Phelan, T	C5	Arch Desg 1P	Eng Desg CAD 1	EngDesgCad 2/3	Arch Desg 2/3P		Arch Desg 1P	Arch Desg 1P	
32	<b>Physical Education</b> **class counts for elective credit only NOT department credits									
33	Jackson, P	Gym		PE 11-12	PE 10	PE 10			<b>Athletics</b>	
34	Cooley, M	Gym/O2	<i>Math C</i>	<i>Math C</i>	<i>Math C</i>	<i>Math C</i>			Conditioning**	
35	Jackson, S	Gym	PE 10	PE 10	Personal Fit	Sports Condition				<i>ISPE(0per)</i>
36	Juanerena, J	Gym		PE 9	PE 9	PE 9		PE 10	PE 10	
37	Mitchell, J	Gym	PE 9	PE 9	PE 9			PE 9	PE 9	
38	Paul, K	Gym	PE 9		PE 9	PE 9		PE 9	PE 9	
39	Souza, R	Gym		PE 9	LeisureSports**	PE 9		PE 11-12	PE 10	
40	Tallerico, T	Gym	PE 10	PE 10		PE 10		PE 10	PE 10	
41	<b>Mathematics</b>									
42	Rosenow,D	Y206	HOTrig/PreC	HOTrig/PreC		HO Trig/PreC		Integ Math 2 P	Integ Math 2 P	
43	Barber, V	Y208	Integ Math 2 P		Integ Math 2 P	Integ Math 2 P		APCalc/IB Math	AP Calculus AB	
44	Cooley, M	O2,Gym	Math C	Math C	Math C	Math C			<i>Sports Fib**</i>	
45	Egbert, M	Y211	Integ Math 1 P		Integ Math 3 P	Integ Math 3 P		Integ Math 1 P	Integ Math 3 P	
46	Ford, G	Y205	Integ Math 1 P	Integ Math 1 P			<i>Work Ex</i>	Integ Math 3 P	Integ Math 3 P	
47	Huyck, M	Y209	Integ Math 3 P	Integ Math 3 P	Integ Math 2 P	Integ Math 2 P				

## MASTER SCHEDULE FALL 2017

	A	B	C	D	E	F	G	H	I	J
48	Keating, T	Y212	Trig/PreC	Trig/PreC	Trig/PreC	Trig/PreC		Integ Math 1 P		
49	Lema, W	P1	Math Lab	Integ Math 1 P	Integ Math 1 P	Integ Math 1 P			Integ Math 1 P	
50	Lund, E	Y210	Integ Math 3 P	Integ Math 1 P	Integ Math 1 P			Math C	Math C	
51	Paddock, B	Y207	Integ Math 2 P	Integ Math 2 P		AP Statistics		AP Statistics	Integ Math 2 P	
52	Rollins, R	O3	Integ Math 2 P	Integ Math 2 P		Integ Math 1 P		Integ Math 2 P	Integ Math 1 P	
53	<b>Science ** class counts for elective credit only NOT department credits</b>									
54	Bertapelle, B	S7	APBio/HL2	AP/IB Chem		Chemistry P		Chemistry P	Chemistry P	
55	Barber, R	S6	Chemistry P	Chemistry P	Chemistry P	Chemistry P			IBHL1 Bio	
56	Bruch, M	S1	Anatomy/Phys	Anatomy/Phys		Biology P		Biology P	Biology P	Online Med
57	Castillo, M	P2						Med Careers	Med Careers	
58	Flory, B	S4	Biology P	Biology P	Biology P			Physical Sci	Physical Sci	
59	George, T	S8	Physics		CPEarthSpSci	CPEarthSpSci		CPEarthSpSci	Chemistry P	
60	Hankins, L	S3	CP Science P		CP Science P	Biology P		Biotechnology	Biology P	
61	Nolan, C	S5	Life Science	Biology P	Biology P			Biology P	Biology P	
62	Ottoboni, N	P2			Med Term	Life Science				
63	Tippets, S	S2		Physical Sci	Physical Sci	Physical Sci		Life Science	Life Science	
64	<b>Social Science ** class counts for elective credits only NOT department credits</b>									
65	Burton, B	Y201	World HistoryP		AP Govt	TOK **		AP Govt	AVID 11-12**	
66	Allen, K	Y204	Government P	Government P	Government P			Avid 9-10**	US History P	
67	Brooks, M	Y203	Economics P		Economics P	AP World Hist		AP World Hist	AP World Hist	
68	Callas, C	Y101		AP Psychology	HisEur IBHL2	Psychology P			Psychology P	
69	Garrett, J	Y103		Economics P	World History P	US History P		US History P	World History P	
70	Gilzean, R	O5	US History P	US History P	US History P	World HistoryP				
71	Parker, R	Y104	US History P	US History P	AP US History	US History P			US History P	
72	Tucker, M	Y202	World HistoryP	World HistoryP	World History P	World HistoryP		World HistoryP	World HistoryP	
73	Vought, M	Y102	AP US History	Econ/Govt	AP Macroecon	AP US History		AP Macroecon	AP US History	
74	<b>VAPA</b>									
75	Rickmers, R	D2	Drawing 1 P	Drawing 1 P	Intro Art P	Intro Art P (f)		Art Stu 1/2/3	Art Stu 1/2/3	
76	Hopkins, C	D5, D4	Ceramics 1 P	Ceramics 1 P	Ceramics 1 P	Intro Art P (s)		Photo 1/2	Photo 1/2	
77	McKay, J	D4, D5			Intro Art P	Digital Art		Intro Art P		
78	Heimlich, R	CFA 2	Music Theory	Piano	Acapella Choir			Concert Band	Wind Ensemble	Jazz
79	Holmes, D	CFA 1	Guitar 1P							
80	Jensen, T	CFA 1	English 9P	English 9P	Prep	Theatre 1/Stage		Theater 2/IB'S	English 9P	
81	<b>World Language</b>									
82	Becker, J	Y110	French 1P	French 2 P	French 2 P	French 3.4.AP,IB		French 1P		
83	Gregoire, M	Y111	Spanish 4P		AP Spanish 4	Spanish 4		Spanish 1 P	Spanish SL/HL	
84	Calhoun, L	Y108	Spanish 2P	Spanish 2P	Spanish 2P			Spanish 1P	Spanish 1P	
85	JaimeArellan	Y107	Spanish 2P	Spanish 2P	Spanish 1P	Spanish 2P			Spanish 1P	
86	Martin, M	Y112		Spanish 3P	Spanish 3P	Japan 3+		Spanish 3P	Spanish 3P	
87	Smith, J	B1						ELD 1/2/3	ELD 1/2/3	
88	Soto, A	B1/C6				Spanish 1P				Yearbook
89	Topete, J	Y109	Spanish 1P	Spanish 1P		Spanish 2P		Spanish 2P	Spanish 2P	
90	<b>Special Education</b>									
91	Ludwig, M	C2	Basic Eng (9)		Basic Eng (9)	Basic Eng 10		Basic Eng 10		
92	Olson, K	C1			Phys Sci	AcadSupp 9		AcadSupp 9	AcadSupp 9	
93	Anderson, G	B6			Basic IM 1	Basic IM 1		Basic Math C	Acad Supp 10	
94	Nelson, D	B10		AcadSupp 11/12	BasicEng(11/12)			AcadSupp 10	AcadSupp 11/12	
95	Olson, R	B9		Basic Math		AcadSupp 10		Divs Occp	Divs Occp	

## MASTER SCHEDULE FALL 2017

	A	B	C	D	E	F	G	H	I	J
96	Utterback, R	P3	Basic Math C	Basic Math C	Basic Math C			AcadSupp11/12		
97	Davis, C	B5		M Supp/Life	M Phys Sci	M US History			Mod Acad Supp	
98	Hightower, L	B3	M Govt/Econ	M Math B	M IM 1	MC Math/Voc			M Math C	
99	Olsen, G	B4	M ELD/Eng	M ELD/Eng	M W History	M ELD/Eng				
100	Crane, A	P4	Trans Math	Trans Psychol	Trans Emg			Trans Health	Trans Sci/Voc	
101	Hull, J	B2	Adapted Psyc	Adapted Eng	Adapted Math	Adpt Sci/Voc		Adpt Soc Sci		
102	Carr, J	Y105	Func ASB	Func ELA	Func Math	Func Elect		Func Voc	SH	
103	Coulsen, L	D3	Func ELA	Func AS	Func Elect	Func Math		Func Voc	SH	
104	Haley, B	Y106	SH	SH	SH	SH		SH	SH	
105	<b>Butte College Connection (off campus)</b>									
106	Ellsmore, E	BCC								
107	Fisher, C	BCC								
108	<b>Library</b>									
109	Elliott, L	Librarian								
110	Ferris, M	Lib/Media								
111	Keller, L	Career Cntr								
112	<b>Counseling Staff</b>									
113	Ellis, A	Cu-Ho		Psychologist	Trowbridge,D				Novak, D	Counseling
114	Richman, R	A-Cr		Case Manager	Xiong, M				Howell, T	Counseling
115	Plants, M	Hu-Mt								
116	Mathrole, N	Mu-Si								
117	Isern, J	SJ - Z								
118	<b>Adminstration</b>									
119	Shepherd, J	Principal		Mallory, C	Office Manager				Castle, A	Comptroller
120	Whittaker, D	A-GR		Engberg, C	A-GR Att.				Boehm,I	Health Aide
121	Spaggiari, R	GU-O		Bates, S	GU-O Att.				Melvin,P	Registrar
122	Holen, D	P-Z		Flint, P	P-Z Att.				Parker, J	Nurse
123				Billingsley, L	Receptionist				Wheeler,H	Athletics
124				Nasser, D	Custodian				Carroll, D	Cafeteria

## 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 Pleasant Valley High School:**

### **Vision:**

Pleasant Valley High School will provide a safe, nurturing, and positive learning environment that supports the vision of the Chico Unified School District. We will emphasize that graduates be critical, reflective thinkers, and problem solvers who are effective communicators, effective users of technology, and contributing members of our society. We will set high standards in every class, support societal and community standards for appropriate behavior, increase attendance, and require personal accountability. We will actively involve students, parents, staff, and community in school processes. We will promote the creation of innovative programs, support extracurricular activities and prepare students for the choices they will make after graduation.

1. Pleasant Valley High School will provide a safe, orderly, and secure environment conducive to learning.
2. Pleasant Valley High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Pleasant Valley High School will work collaboratively with the District Office and governing board to identify, establish and use strategies and programs to comply with school safety laws.
4. Pleasant Valley High School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Pleasant Valley High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Pleasant Valley High School will work collaboratively with middle schools to assist in a smooth transition from one school level to another.

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

### **Mission Statement:**

It is the mission of Pleasant Valley High School to implement its vision. Available resources will be used to provide programs and material that encourage safe, nurturing behavior while intervening in unsafe situations.

PVHS will discourage student behavior aimed at harming either physically or mentally other students who attend this school. We will monitor activities of students and crowds to ensure the rights of students are protected.

## Section 6: Pleasant Valley High School Profile Data

### School Climate:

Leadership at Pleasant Valley High School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Pleasant Valley High School towards excellence in the areas of academic and social behavior. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

There is a high level of cohesiveness among the staff members at Pleasant Valley High School Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils. All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the counselors or administration or other personnel.

The academic expectations of the staff are high. Parents and pupils feel that these expectations are clear and age-appropriate for all pupils. The academic and behavioral efforts of pupils are recognized and rewarded.

Cultural diversity is celebrated throughout the year by Breaking Down the Walls, Black History Month, Cinco de Mayo, as well as through cultural assemblies and rallies.

### Faculty Innovation:

Pleasant Valley High School is a four-year comprehensive high school. PVHS is accredited by the Western Association of Schools and Colleges, and presently has full accreditation through 2015. PVHS is also recognized as a California Distinguished School. Students come from a variety of ethnic and cultural backgrounds. School personnel, students and parents are presently studying ways to improve the school program. Our mission is to serve all students in ways that meet their academic, career, personal and social needs. A core academic program is required of all students and a wide variety of elective courses in the areas of Fine Art, Industrial Technology and Physical Education are offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PVHS is recognized locally and statewide as a strong academic school. We are one of only a few schools in California with an International Baccalaureate program for students who want the most rigorous academic course of study. In addition, we offer Carl Perkins funded school-to-career pathways as well as the Visions Academy in special education and the ACE Life Academy and IHost in Home Economics. We have tech-prep classes, 2 + 2 programs, and many advanced placement courses that can be taken for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school. Students have the opportunity to participate in noon and after-school activities. These include noon-time intramurals, student clubs, and lunch and after-school tutoring, and athletics. Staff provides opportunities and additional activities open to pupils in the areas of spelling bees, debates, mock trial, poster contests, writing/poetry contests, participation in community events, AcaDeca and Upward Bound.

### Student Diversity:

Pleasant Valley High School has an enrollment of 1996 + pupils in Grades 9-12. Students from this school come from families with low family mobility. The ethnic makeup of the student population is estimated at: 70% White, 3.3% Black/African American, 19% Hispanic/Latino, and the remaining 16.8% divided within Filipino, Hmong, Pacific Island, East Asian, East Indian and American Indian/Alaskan Native. Our students have a variety of life experiences. Some have moved here from other states while many were born in Chico and have never left their neighborhood.



**Student Advocacy:**

Students have the opportunity to participate in noon and after-school activities. These include noon-time intramurals, student clubs, and lunch and after-school tutoring, and athletics.

Staff provides opportunities and additional activities open to pupils in the areas of spelling bees, debates, mock trial, poster contests, writing/poetry contests, participation in community events, AcaDeca and Upward Bound.

**Section 7: School Safety and Crime Assessment****California Safe Schools Assessment:**

Pleasant Valley High School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Pleasant Valley 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. Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and administrators provide campus supervision, specifically identified problem areas like the bike rack on the west side of the campus, the play fields behind the campus and the parking lot to reduce discipline, crime, or other school safety concerns. Pleasant Valley High School will provide a safe, nurturing, and positive learning environment that supports the vision of the Chico Unified School District. We will emphasize that graduates be critical, reflective thinkers, and problem solvers who are effective communicators, effective users of technology, and contributing members of our society. We will set high standards in every class, support societal and community standards for appropriate behavior, increase attendance, and require personal accountability. We will actively involve students, parents, staff, and community in school processes. We will promote the creation of innovative programs, support extracurricular activities, and prepare students for the choices they will make after graduation.

**School Profile:**

Pleasant Valley High School is one of 22 campuses in Chico Unified School District (CUSD) with traditions dating back to the 1960's. Pleasant Valley High School has an ethnically diverse pupil population and is served by a dedicated staff. The campus was constructed in 1964 and currently has an enrollment of 1,796+ students. There is 1 principal, 3 administrators and 94 teachers with a student to teacher ratio of 175:1. The district receives \$6,169+ per student by the state. Pleasant Valley has an active PTSA, School Site Council, and parent volunteer participation. We have a strong leadership that believes in doing things that our Both staff and parents comment on the positive changes that are ongoing in our school. Pleasant Valley High School faces challenges in maintaining a safe school. This Comprehensive School Safety Plan describes existing programs as well as planned strategies and programs adopted by our School Site Council for continued improvement in proving a safe, orderly school environment conducive to learning.

We were designated as one of the highest state Academic Performance Index scores of any high school in Butte County in 2008. We met or exceeded federal accountability criteria (Adequate Yearly Progress) in all areas. We have received state grants for planning enrichments to the Art Program and the Fine Art Program. We have received the highest commendation from the Western Association of Schools and Colleges (WASC). We have received Smaller Learning Communities grants.

**Support Services and Programs:**

Assigned to Pleasant Valley High School are two school psychologists, and 5 fulltime counselors, one of whom is bilingual in Spanish. Outside programs contributing to mental health goals include Victor Services, Butte County Behavioral Health, and Youth for Change. The PALS program includes a luncheon to recognize staff nominated students that have shown improvement academically, socially, or behaviorally, or have been a good citizen deserving recognition. There are tutorial classes held at lunch and after school. There is a mentoring program using community members that work one on one with students during the school day.

Our staff provide opportunities and additional activities open to pupils in the areas of spelling bees, debates, mock trial, poster contests, writing/poetry contests, participation in community events, AcaDeca and Upward Bound.

### **Place/Physical Environment/Safety:**

Pleasant Valley High is part of the Chico Unified School District and is located in Chico, California. Pleasant Valley High School is a grade nine through grade twelve school located on 42 acres in the northeast area of Chico. The school faces East Ave., and the east side parallels Ceanothus Ave. The site is mainly composed of 23 buildings. These buildings house several wings that include 98 permanent classrooms, the main office, the cafeteria, several restrooms, a library, and a health office. Included in this Safe School Plan is a school map. The immediate area around the school includes single family dwellings, commercial buildings, other schools, religious facilities and unimproved property. Present safety hazards include heavy traffic areas and the Lindo Channel. The school facilities are not large enough to provide the entire student population with lunch service so Pleasant Valley has an open campus policy at lunch for 10, 11, and 12 grades. This also increases the safety hazards for students and staff.

The school's physical facility is well maintained and generally looks neat and clean. In 2009, construction was complete for the Center of the Arts, a full scale auditorium/theater which also includes classrooms for band, choir and theater art. The school has a new two story building (classrooms) located on the southwest side of campus. Construction was complete in January 2014. It is also the practice of Pleasant Valley High School to remove all graffiti from school property before pupils arrive to begin their school day. Graffiti is also reported to the Chico Police Department. Other acts of vandalism are promptly addressed.

During the school day, staff members, campus supervisors and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. The classrooms are monitored for safety and appearance and individual classroom teachers. The pupils take pride in the appearance of their school. In addition, at lunch time, individual students assume responsibility for cleaning school grounds. These students are supervised by campus supervisors, teachers, or administrators during the cleaning of the school grounds.

According to the 2014 census, the city of Chico had a population of approximately 89,180. (<http://www.census.gov>). Chico has approximately 37,050 households, with an average income of \$43,372 per year. Our average unemployment rate was 8.66% in 2014.

Pleasant Valley High School is part of the Chico Unified School District, which operates 22 schools in the city of Chico and adjacent unincorporated areas of Butte County and serves approximately 12,500 students in grades K-12. There are 10 K-6 elementary, 1 K-8 Open Structure, 1 K-6 Magnet school for Two Way Spanish Immersion Program, 3 junior highs, 2 comprehensive high schools, 1 continuation high school, 1 community day school, 1 K-12 Independent Study school, 1 K-8 Independent Study School and 1 Special Services School in the District.

### **Beliefs:**

PVHS will discourage student behavior aimed at harming either physically or mentally other students who attend this school. We will monitor activities of students and crowds to ensure the rights of students are protected.

PVHS will support education, deterrent, and detections systems that will deduce and/or eliminate the presence of drugs, alcohol, or weapons on campus. Discipline expectations will be clearly communicated to students, parents, and staff. Consequences for violations will be fair and consistently applied to all situations. Detection devices such as Alcohol breathalyzers and detection canines will be used as necessary according to limitations of the law and Board Policies.

## **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.

Staff members at Pleasant Valley High School have received training in conflict resolution and confrontation skills. Pleasant Valley High School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

### **Mental Health Programs:**

Assigned to Pleasant Valley High School are 2 school psychologists, and 5 fulltime counselors, one of which is bilingual in Spanish. District programs contributing to mental health goals include counseling from Butte County Behavioral Health. In addition, students in need of individual and family counseling can be served through our partnership with Chico State Counseling Interns.

### **Intervention Team:**

SBIT (Student Based Intervention Team) a team composed of counselors, teachers, bilingual liaisons, an administrator, a school psychologist, and support staff meet to identify and provide assistance to students and their family in need of academic, health, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

### **Professional Development:**

Pleasant Valley High School provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success. These programs address gang awareness, health concerns, and academic preparedness.

### **Student Recognition Programs:**

Pleasant Valley High School offers several recognition and award programs on a semester basis based on grades and grade improvement. Students who have recovered credit from failed classes are also recognized. Furthermore students are recognized for attendance monthly, quarterly, and at semester. Students are also recognized by their teachers on a monthly basis promoting positive behavior during our rallies.

### **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:**

Pleasant Valley 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 Sexual harassment policy. 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.

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

### **Discipline Procedures:**

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

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

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

## **Discipline Procedures Flow Chart**

**Discipline:** “Training expected to produce a specific character or pattern of behavior; especially training that produces moral or mental improvement.”

**Misbehavior:** Misbehavior in class event

**First Offense:** Teaching strategies engage students, behavior expectations are posted, teacher warning, possible parent contact.

**Second Offense:** Review rules and expectations; make parent contact, possible referral to office

**Third Offense:** Referral to office, detention is assigned; parent contact is made by administrator, possible class suspension

**Fourth Offense:** Suspension, possible referral to AFC, create a behavior contract

**Fifth Offense:** Saturday school is assigned, loss of dance privileges with second referral, meet with parents for possible behavioral contract, possible suspension from class, possible referral to counseling

**Bully Prevention:** The following are our bully prevention strategies.

August:

- Meet with parents during back to school and discuss culture of school and how to combat bullying: Including letting them know that campus safety is everyone’s responsibility.
- Principal’s Message on School site Web Page: How to combat Bullying and methods to communicate bullying to school staff; For example, how to use the bully box and bully hot-line
- Administrators go to every history class and discuss behavior expectations and Pleasant Valley’s stance to bullying and academic expectations. Students are also taught how to communicate issues of bullying to staff through counseling appointments, e-mailing staff, using the bully box, and the bully hotline.

September

- We do our whole school bully presentation with Ovation or Stu Cabe. 1-2 day work shop with 7<sup>th</sup> and 8<sup>th</sup> graders on the effects of bullying. A reflection day is including debriefing activity. Counselors are on hand to assist.
- Leadership class posts words of encouragement around the school and they are posted in the daily bulletin.
- We have a Day of Peace on September 21<sup>st</sup>. The themes this year are: Together for Peace, Dignity, Safety and Respect for All.

October

- Club live leaders meet and discuss bullying during the World Café. To include what students can do to improve the environment of the school.
- Project is continuous throughout the year.

- Counselors spend 1 hr. meeting with all 7<sup>th</sup> graders to discuss the effects of bullying and how to help students.

November/December (\*New this Year)

- 8<sup>th</sup> Graders read book in common: “Bully”. Students are guiding through the book and the effects of bullying by their teachers during SSR.

January/ February

- 7<sup>th</sup> Graders read book in common: “Bullying”. Students are guiding through the book and the effects of bullying by their teachers during SSR.

March/ April/ May (\*New this year)

- Leadership class plans to promote week long activities that foster kindness and respect: For example. (Have lunch with someone you don’t know week, Give high fives week, Pay someone a compliment week, Help someone do their homework week, Take pride in your campus week, Proud to be a Cougar week, etc.

Cyber bullying information and prevention can be found on Pleasant Valley Website.

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

### **Overview:**

Pleasant Valley 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; to include dress code provisions:

### **Crisis Intervention and Disaster Planning:**

The staff of Pleasant Valley 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 Pleasant Valley High School. The staff at Pleasant Valley High School shall work closely with the local law enforcement regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

### **Gangs and Graffiti:**

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Pleasant Valley 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. Pleasant Valley has access to two junior high alternative programs. The first, is CAL (Center for Alternative Learning) 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:**

Pleasant Valley places students on behavior contracts that focus on academics and positive behavior to promote better decision making.

**Truancy Learning Center/District Attorney Referral:**

Pleasant Valley High School recognizes the importance of punctuality and regular attendance. The staff of Pleasant Valley 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 Pleasant Valley 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:** Pleasant Valley High School follows a strict dress code policy and pupils are required to be appropriately dressed for school. The following items are part of the Pleasant Valley High code:

NO – strapless tops – the shirt closest to the body must have straps

NO-bare midriffs, backs, and /or sides

NO-bandeau tops with or without a sheer top

NO- sheer clothing

NO-underwear showing

NO-sagging pants

NO-gang affiliated, and/or “illegal” or “inappropriate” displays on clothing, this includes but is not limited to Sierra Nevada logo clothing

Clothing, jewelry and personal items (bags/backpacks, etc.) must be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

**1<sup>st</sup> Offense:** The student changes or removes article in question and the parent may be called.

**2<sup>nd</sup> Offense:** The student changes or removes the article in question and is assigned Saturday School.

**3<sup>rd</sup> Offense:** The student is referred to administrator.

**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.



- Pleasant Valley High School operates a closed campus with the exception of upper-classmen lunch. During class hours, pupils must have permission and an off campus pass to leave the campus.
- PVHS has minimized blind spots around the school facility
- PVHS has installed an alarm system.
- PVHS has set a priority to keep buildings clean and maintained.
- PVHS has limited roof access by keeping dumpsters away from building walls.
- PVHS keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- PVHS has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- PVHS ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- PVHS keeps a complete list of staff members who have keys to the buildings.
- PVHS 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.
- In 2014, interior fencing with gates were completed and installed.

## **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.

Pleasant Valley High School employs a principal, 3 Assistant-principals and 4 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. Our 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, assistant-principals, and the campus supervisors at PVHS make themselves available for students to safely report troubling behaviors that may lead to dangerous situations. The summer of 2014, interior fencing was installed. The entire student body has been issued color coded ID cards that allow 10th-12th grade to off campus lunch privilege. Campus Supervisors and Admin staff are positioned at the gates to ensure that the 9th grade students remain on campus as well as those that have any disciplinary action.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal, vice-principal, 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:**

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

**Teacher Notice of Disciplinary History:**

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

**Section 13: Parent and Community Involvement:****Overview:**

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

**Parent/Guardian Involvement:**

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

**Pleasant Valley 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:**

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

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

Pleasant Valley 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.

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

Pleasant Valley 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, Pleasant Valley High School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

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

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

## **Section 16: California Interscholastic Federation Event Emergency Guidelines**

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

#### **GENERAL CONSIDERATIONS:**

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

#### **RESPONSIBILITIES OF HOME TEAM**

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

1. Pre-Event Planning: Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.
2. Staff Planning: Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.
3. Visiting Team Arrival: Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.

4. Referees: Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field
5. Scoreboard: Have properly trained adult scorers and timers for officials at games.
6. Game Announcer: The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.
7. Concession Stands: Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.
8. Conduct of Game: Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.
9. Disruptive Individuals: If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.
10. Area outside of Venue: Areas immediately outside of the venue should be kept clear of unassociated persons.
11. Exiting the Venue: Arrange for supervision to continue until students have left the area, including the team bus.

## **GUIDELINES FOR VISITING TEAMS**

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

## **GUIDELINES FOR BOTH TEAMS**

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

## **PART II: SPECIFIC THREATS**

### **INJURIES AND MEDICAL EMERGENCIES**

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

1. Lend any assistance to the victim that you are able and qualified to do. Do not move the victim if there is a chance of back or neck injury.
2. Make sure that someone is at the entrance to meet the emergency vehicle and escort the rescue personnel to the victim.

3. Contact your immediate supervisor.
4. Provide as much information to the rescue personnel that you can regarding the onset of the illness or injury.
5. If the medical emergency is caused by accidental injury, interview witnesses and get as much information as possible.
6. Contact the parents/guardians immediately.
7. Complete the incident report form and forward it to your immediate supervisor.

## **FIRE**

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

## **EARTHQUAKE**

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

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

those below. If possible send someone to "scout" this perimeter around the exit before the general evacuation commences.

8. Move to a safe, open area, away from power lines and other overhead hazards.

### **Outside Event: DROP AND COVER AND STAY OUTSIDE**

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

### **Traveling to a School Event: STOP SAFELY**

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

### **SEVERE WEATHER**

1. If the tornado sirens are sounded, immediately proceed to the designated shelter area in your building.
2. If inside, stay away from glass windows and doors and the perimeter of the building. Sit as near to the wall as you can get.
3. If you are inside, do not use the phones during an 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 are 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.



# ATHLETIC DEPARTMENT EMERGENCY ACTION PLAN: RESPONSE TEAMS

Athletic Director/Coach Name: \_\_\_\_\_ School: \_\_\_\_\_ Facility: \_\_\_\_\_

*Call 911 or your local EMS for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.*

911 TEAM		
<b>CALL 911. Explain emergency. Provide location.</b>		
Local EMS Number:		
EMS Access Point:		
Cross Streets:		
Responder 1:		
<b>MEET AMBULANCE</b> at EMS Access Point. Take to victim.		
EMS Access Point:	Practices	Events
Cross Streets:		
Responder 1:		
<b>CALL CONTACTS.</b> Provide location and victim's name.		
Athletic Trainer:	Cell:	
Athletic Director:	Cell:	
Principal:	Cell:	
Assistant Principal:	Cell:	

CPR/AED TEAM
<b>START CPR.</b>
1. Position person on his/her back.
2. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast, (100 compressions/minute.) Let chest completely recoil after each compression.
3. Take turns with other responders as needed.
Coach/Advisor:
Responder 1:
Responder 2:
<b>WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS.</b>
1. Remove clothing from chest.
2. Attach electrode pads as directed by voice prompts.
3. Stand clear while AED analyzes heart rhythm.
4. Keep area clear if AED advises a shock.
5. Follow device prompts for further action.
6. After EMS takes over, give AED to Athletic Director for data download.

AED TEAM		
<b>GET THE AED KIT.</b>		
Nearest AED:	Practices	Events
Responder 1:		
<b>GET THE ATHLETIC TRAINER.</b>		
Athletic Trainer:		
Cell/Contact Method:		
Typical location:		
Responder 1:		

\*By law, all athletic coaches, paid and or volunteer, must be currently certified in CPR and First Aid and Concussion Awareness as outlined in Section 5590- 5596 of Title V of the California Code of Regulations and Education Code Sections 35179.5 and 44919. More information can be found at <http://cifstate.org/> under the Health & Safety tab, in the Sports Medicine Handbook.