



Sierra View Elementary School

Safe School Plan
2023-24

Plan Approval Date: October 4, 2023

Planning Committee Members:

Safety Team Members Signature Page:

Title	Name	Signature	Date
School Principal	Kimberly Rodgers		
Teacher in Charge	Julie Crum		
School Office Manager	Tennille Bales		
Attendance Clerk	Erin Smith		
Custodian	La Rhonda Farrall		
Health Assistant	Melissa Kozak		
TOSA	Bernadette Bonifacino		
Reading Specialist	Amanda Alexander		
Counselor	Mandi Robertson		

Title	Name	Signature	Date
School Principal	Kimberly Rodgers	<i>Kimberly Rodgers</i>	9/20/23
Teacher in Charge	Julie Crum	<i>Julie Crum</i>	9/20/23
School Office Manager	Tennille Bales	<i>Tennille Bales</i>	9/20/23
Attendance Clerk	Erin Smith	<i>Erin Smith</i>	9/20/23
Custodian	La Rhonda Farrall	<i>La Rhonda Farrall</i>	9/20/23
Health Assistant	Melissa Kozak	<i>Melissa Kozak</i>	9/20/23
TOSA	Bernadette Bonifacino	<i>Bernadette Bonifacino</i>	9/20/23
Reading Specialist	Amanda Alexander	<i>Amanda Alexander</i>	9/20/23
Counselor	Mandi Robertson	<i>Mandi Robertson</i>	9/20/23

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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.

Sierra View Elementary School Incident Response Team 2023-24

Title	Name
Incident Coordinator	Kimberly Rodgers/Jo Ann Bettencourt
Incident Coordinator Assistant	Tennille Bales/Erin Smith
Scribe(s)	Bernadette Bonifacino
Operations/Logistics	Erin Smith/Melissa Kozak
Operations/Logistics Assistant	Melissa Kozak/Mandi Robertson
Safety	LaRhonda Farrel
Liaison/Intelligence	Amanda Alexander
Liaison/Intelligence Assistant	Chico PD/SRO/Probation
Public Information	District Office Personnel Ted Sullivan/John Shepherd

Responsibilities of Incident Coordinator: Kimberly Rodgers/Jo Ann Bettencourt

- 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): Tennille Bales/Erin Smith

- 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): Bernadette Bonifacio

- 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: Erin Smith/Melissa Kozak

- 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: Melissa Kozak/Mandi Robertson

- 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: LaRhonda Farrel

- 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: Amanda Alexander

- 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 Ted Sullivan/John Shepherd

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

QUICK ACTION GUIDE

CATAPULT EMS ALERTS & EMERGENCY RESPONSE GUIDE



July 2023



CatapultEMS

Emergency Management System

CAUTION ALERT

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

ACTION ALERT

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

ACTION ALERT OPTIONS

CUSD HOLD



NO unsupervised movement outside of the buildings by students.

POLICE INITIATED SECURE



NO movement for students or staff outside of the buildings.

LOCKDOWN / BARRICADE



IMMEDIATE THREAT ON CAMPUS.

EVACUATE



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

EMS ALERTS AT A GLANCE

CAUTION ALERT

CAUTION ALERT

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

.....

EXAMPLES

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

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

CAUTION

CUSD HOLD ALERT



CUSD HOLD

EXAMPLES

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

..... **NO unsupervised movement outside**
of the buildings by students.

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



CUSD HOLD

POLICE INITIATED SECURE



POLICE INITIATED SECURE

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

EXAMPLES

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

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



POLICE INITIATED SECURE

LOCKDOWN / BARRICADE



LOCKDOWN / BARRICADE



EXAMPLES

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

IMMEDIATE THREAT ON CAMPUS

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

During ANY event, COMMUNICATE via CatapultEMS.



LOCKDOWN / BARRICADE

EVACUATE



EVACUATE

EXAMPLES

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

..... **Students and staff must immediately vacate the building**

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



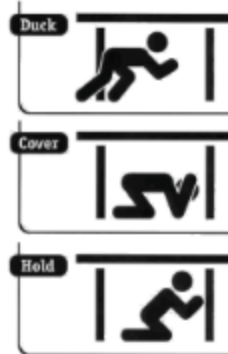
EVACUATE

EARTHQUAKE - ACTION

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

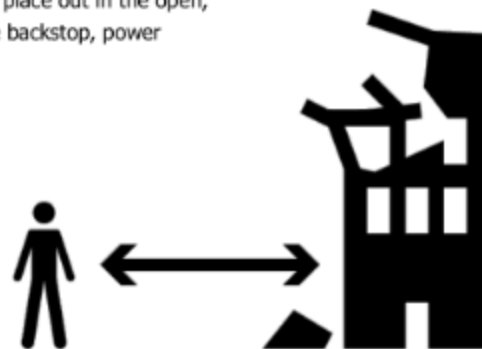
INSIDE SCHOOL BUILDING

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



OUTSIDE SCHOOL BUILDING

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



EARTHQUAKE

FIRE / EXPLOSION - ACTION

FIRE

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



EXPLOSION

The following actions should be taken when an explosion occurs:

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

FIRE / EXPLOSION

Section 2: School Safety Maps/Egress and Ingress

Section 3: Staff Information

All School Staff Contact Information

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

Staff Phone Tree

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



Sierra View Elementary School

Bell Schedule 2023-2024

TRANSITIONAL KINDERGARTEN/KINDERGARTEN

8:00.....Supervision Begins

8:20 - 9:20.....Class
 9:20 - 9:40.....Recess
 9:40 - 11:25.....Class
 11:00 - 11:45...TK Lunch
 11:25 - 12:05.....Kinder Lunch
 12:05 - 1:30.....Class
 1:30 - 1:40.....Recess
 1:40 - 2:15.....Class
 2:15.....Dismissal

Total Instructional Minutes = 255

FIRST GRADE

8:00.....Supervision Begins

8:30 - 9:45.....Class
 9:45 - 10:05.....Recess
 10:05 - 11:25.....Class
 11:25 - 12:05.....Lunch
 12:05 - 1:10.....Class
 1:10 - 1:20.....Recess
 1:20 - 2:25.....Class
 2:25.....Dismissal

Total Instructional Minutes = 285

SECOND & THIRD GRADES

8:00.....Supervision Begins

8:30 - 9:45.....Class
 9:45 - 10:05.....Recess
 10:05 - 11:45.....Class
 11:45 - 12:25.....Lunch
 12:25 - 1:10.....Class
 1:10 - 1:20.....Recess
 1:20 - 2:25.....Class
 2:25.....Dismissal

Total Instructional Minutes = 285

FOURTH & FIFTH GRADES

8:00.....Supervision Begins

8:15 - 10:10.....Class
 10:10 - 10:30.....Recess
 10:30 - 12:05.....Class
 12:05 - 12:50.....Lunch
 12:50 - 2:25.....Class
 2:25.....Dismissal

Total Instructional Minutes = 305



Sierra View Elementary School

Minimum Day Bell Schedule 2023-2024

TRANSITIONAL KINDERGARTEN/KINDERGARTEN

8:00.....Supervision Begins

8:20 - 9:20.....Class

9:20 - 9:40.....Physical Education

9:40 – 12:10.....Class

12:10.....Lunch (grab and go)

Total Instructional Minutes = 230

FIRST, SECOND AND THIRD GRADES

8:00.....Supervision Begins

8:30 – 9:45.....Class

9:45 – 10:05.....Physical Education

10:05 – 12:20.....Class

12:20.....Lunch (grab and go)

Total Instructional Minutes = 230

FOURTH & FIFTH GRADES

8:00.....Supervision Begins

8:15 – 10:10.....Class

10:10 – 10:30.....Physical Education

10:30 – 12:00.....Class

12:00.....Lunch (grab and go)

Total Instructional Minutes = 240



Section 4: Substitute Teacher Procedures

Substitute Teacher Check-Off List

Substitute Teacher: Critical Information checklist

Room# _____ Teacher Name _____

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

Section 5: Vision and Mission Statement

Vision

Sierra View's Brand is SOARing Towards Excellence, Where Eagles Learn to Fly!

Our vision is to prepare 21st-century learners in an environment that fosters responsibility, respect, and compassion within an academically challenging framework.

Mission

Sierra View Elementary is devoted to providing an academic environment based on collaboration, critical thinking, communication, and creativity while teaching personal responsibility and self-monitoring skills. This is accomplished by choosing an academically rigorous curriculum that puts these skills at the forefront, taking the whole child into focus during planning and instruction in a safe and respectful environment that celebrates diversity and fosters lifelong learning with the support of their families.

Section 6: Profile

School Profile

Sierra View is a neighborhood school serving students in transitional kindergarten through fifth grades. We take great pride in our Academic Plus focus which strongly centers around providing rigorous instruction in reading, writing, and math, rounded out by a solid curriculum in composition, science, history, and geography. We are committed to developing the whole child. The Academic Plus program is designed to instill within each child confidence, a sense of responsibility, pride in accomplishment, and a positive self-image through academic achievement. Our classroom setting utilizes large-group interaction, targeted small-group instruction, and independent seatwork to help make the learning experience exciting and enjoyable. The average class size is an average of twenty-four students in kindergarten through second grade and thirty students in fourth and fifth grades.

Sierra View's Credentialed Staff includes one Site Administrator and nineteen full-time General Education teachers in transitional kindergarten through fifth grade. We have one certificated staff who serves as our District Leadership representative and is the coordinator of our Multi-tiered System of Support program, and Reading Pals. This teacher is also a Teacher/Student Support teacher who assists staff in creating intervention plans for students with specific academic, behavioral, and social-emotional needs. District support is given by a one-and-a-half-day School Psychologist. Butte County Office of Education also provides support with Occupational Therapy and Adaptive P.E. We have two full-time Special Education Mild/Mod teachers, three Special Education Mod/Severe teachers, and one Speech and Language specialists who serve all students with an Individualized Education Plan (IEP). Our two Fine Arts Specialists provides quality visual and performing art lessons. One P.E./Health Specialists provides physical education activities and health lessons to first through fifth graders. All students benefit from weekly music classes taught by one Music Specialist.

The Sierra View Wellness Team consists of a Targeted Case Manager (TCM), a Counselor, and one Counseling Assistant. The TCM works with families and students who may need support from the school and community resources. The counselor and counseling assistant conduct weekly, whole-class social and emotional lessons, utilizing the Kimochi program, Tool Box, and Second Step curriculum in kindergarten through fifth grade. Other services provided by our school counselor and counseling assistant are friendship groups and lunch-bunch. Counseling services are provided to students who have been referred and are in need.

In addition to the teaching staff, Sierra View's team includes many Support Staff. This team includes our Office Manager, Attendance Clerk, Health Assistant, School Nurse, and Nurses Assistant. Our Computer Paraprofessional manages all digital devices, programs, and instruction. Sierra View's Library Aide supports students and staff by overseeing the library media center. This includes circulation and maintenance of library materials. We have one Instructional Bilingual Aide who provides additional support to the teacher and delivers Tier 2 interventions to EL students. We also have two Parent Classroom Aides supporting instruction in first grade. Our Cafeteria Manager and Assistant provide nutritious breakfasts and lunches daily. Lastly, we have one Senior Custodian working full-time during the school day, one full-time night custodian and two part time night custodians.

The parent community at Sierra View Elementary is a key factor contributing to our positive school culture and student success. The Parent Teacher Organization (PTO) and the School Site Council give educational program support. Parents are involved with their children's education on a variety of levels. Parent volunteers make up an important part of our daily school population. They dedicate countless hours working in the classroom. Parent volunteers are instrumental in providing campus beautification projects, and working in the school garden and library. The PTO meets monthly and helps coordinate many school events, as well as fundraising for specific projects (track, playground equipment, office supplies, teacher materials, and so much more). The School Site Council (SSC) meets multiple times throughout the year. This council is made up of half parents and half school staff. This committee provides input into the development of the Single Plan for Student Achievement and approves how categorical money is to be spent (LCAP, Safe Schools, and Title II). Parent participation in their child's education is highly encouraged and welcomed! We also welcome their support and commitment to becoming a part of our school community. Studies show the more a parent is involved in their child's education, the more successful their child will be. We value this partnership in promoting our students' academic and social-emotional success at Sierra View.

School Climate

Leadership at Sierra View Elementary School is a shared process. A proactive role is assumed in all phases of the school operation. The current Administration team is committed to developing Sierra View Elementary School toward excellence in the areas of academic and social behavior. The Administration team 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.

Faculty Innovation

The teachers at Sierra View Elementary School are highly qualified, with many teachers holding advanced degrees. Teachers participate in professional development opportunities to improve their practice. The staff is united in their desire to provide quality education for all pupils. Teachers collaborate on a bi-monthly basis and use data from common assessments to improve student learning and teaching. Furthermore, classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions between pupils and staff. Instructional time is maximized and disruptions are minimized. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the students who need extended learning opportunities.

Student Diversity

Approximately 35.8% of the pupils are in low socio-economic families receiving aid and are eligible for free/reduced-price lunches. Sierra View Elementary School defines low socio-economic families as those who qualify for free or reduced lunch services and/or have parents who are not high school graduates. The ethnic makeup of the pupil population is Hispanic or Latino 14%, Black 0.4%, White (Non-Hispanic) 68.9%, Asian 4.4%, American Indian 1.1%, Pacific Islander (Non-Hispanic) 0.4%, Multi-Ethnic (Non-Hispanic) 7.3%, and Unknown 0.22 %. Our pupils have a variety of life

experiences. General Education teachers deliver ELD services in the classroom. The bilingual aide provides additional support to the teacher and delivers Tier 2 interventions to EL students.

Student Advocacy

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, resolving conflicts, and knowing who and where to go if help is needed. Our Wellness Center is a resource for the entire school if students need social and emotional support.

Student Leadership provides students with an opportunity to get involved in the decision-making process. Student leadership is responsible for the planning of spirit days and weeks throughout the year, as well as the can food drive.

Section 7: California Safe Schools Assessment

California Safe Schools Assessment

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

Sierra View Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and an inventory system.

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors, and administrators provide campus supervision; specifically, identifying problem areas like the bike rack on the north side of the campus, the west playfield, and behind the pool to reduce discipline, crime, or other school safety concerns.

Support Services and Programs

Students receive layers of support based on individual needs. The integration across content areas motivates students and engages them in Common Core Standards, giving learning a real and tangible purpose and leading students towards higher-ordered thinking. Many students, K-5, participate in small reading groups and receive a balanced literacy program that includes Science of Reading explicit instruction. Parents, grandparents, Reading Pals, CAVE, CARD, BLAST, and community volunteers tutor individual or small groups of students. Reading intervention is provided by our Reading Specialist on a daily basis for those students who need direct small-group instruction.

All grade levels ensure RTI and classroom interventions are appropriate and working by meeting twice monthly in Professional Learning Communities to discuss data and instructional strategies.

POP provides emotional and behavioral early intervention support services as part of a three-part program administered by our assistant counselor. Classroom lessons cover a wide variety of social skills including bullying prevention. These lessons are part of Steps to Respect, Toolbox, Healthy Play, POP, and Kimochis curricula. Our school counselor and assistant school counselor work with students one-on-one and in small friendship groups to establish positive connections to school and to work on skills such as empathy, problem-solving, impulse control, and anger management.

All students receive classroom lessons and selected students are recommended for individual or group service by staff referral.

SBIT (Student-Based Intervention Team) is composed of an SBIT coordinator/teacher and student support teacher, classroom teachers, an administrator, a school psychologist, and a counselor. This team meets regularly to identify and aid students and their families in need of academic, health, and mental health support. In cases where a student exhibits specific characteristics that coincide with suicide, the school psychologist/counselors or police shall be contacted.

Supervision is provided for students before school at 7:30 a.m. and after school, until 2:45 p.m. Sierra View is fortunate to have two afterschool programs that provide child care for those who apply. Afterschool programs are offered by both the district-sponsored BLAST Program (no cost) and CARD (fee-based).

Place/Physical Environment/Safety

Sierra View was built in 1953, expanded in 1956, and again in 1989. We have 27 classrooms, 8 of which are portable. The nine-acre campus also includes a multipurpose room, kitchen, library, administrative offices, staff room, small meeting rooms, wellness center, and adequate playground space for the 461 students housed on this campus. In 1993, the original building underwent reconstruction funded by the state. This project included the removal of asbestos, the addition of a new air-conditioning/heating system, renovation of flooring, wall covering, lowered ceilings, and new cabinetry. The multipurpose room, offices, and 10 classrooms were included in the project. Student bathrooms were remodeled during the summer of 2019. Most recently, the multipurpose room had its beams refurbished and work mending and replacing eaves located across the playground due to wood rot. In the summer of 2022, new asphalt was laid under the solar panels and new picnic tables were placed underneath. This provides a place for students to sit under the shade, eat lunch, and utilize this area as an outdoor classroom.

Adequate playground space is available. A new play structure was installed on the playground in 1999 and a track in the mid-1990s. Restrooms are located at the end of each building and accessible from the playground. 100% of the toilets are in good working condition, and soap and paper towels are maintained in each restroom. The restrooms are cleaned nightly. Vandalism or graffiti is repaired or repainted promptly by site or district maintenance staff.

Entrance gates are located adjacent to the playground area linking Sierra View with St. Francis Drive and Filbert Ave, and are locked during school hours. The main entrance is located at the front of the school. Visitors are required to sign in at the office and obtain a visitor or volunteer badge to be worn while on campus.

Sierra View has a disaster preparedness plan which includes emergency procedures in case of a fire, earthquake, or other disasters. School safety is taught at all grade levels and practiced on a monthly basis. Emergency procedures and exit diagrams are posted by the exit in every room. All classrooms have intercoms, telephones, and walkie-talkies for emergency communications. Administrators, supervisors, and office staff carry radios at all times.

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.

Firearms on School Grounds

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

Beliefs

The Sierra View community is committed to making our school a safe place where students can learn and thrive. This dedication and determination ensure that each student achieves academic success. With academic success, each student can then reach his or her personal goals with self-confidence and pride.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Sierra View School's efforts are outlined below in the safety sections.

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

Teacher Referrals for Mental Health Services

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed, and teaching pupil's 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/students with issues prevention and intervention. This can be done through the SBIT/wellness team referral process. These teams consist of the counselor, counseling assistants, MTSS/SBIT coordinator, school psychologist, administrator, and teachers as appropriate.

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 Sierra View Elementary School have received training in the Second Step approach to conflict resolution. Staff also reinforce appropriate behaviors through the school's PBIS system and Zones of Regulation. The wellness center provides students a place to go for support.

Mental Health Programs

Assigned to Sierra View Elementary School is one part-time school psychologist, one full-time counselor, one part-time counseling assistant, a targeted case manager, and a teacher/student support teacher. District programs contributing to mental health goals include counseling from Butte County Behavioral Health.

Intervention Team

Sierra View's Student Based Intervention Team (SBIT) is a team composed of the SBIT coordinator/teacher and student support teacher, counselor, teachers, bilingual liaisons, an administrator, a school psychologist, and support staff. They meet to identify and provide assistance to students and their families in need of academic, physical, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the administrator, school psychologist/counselors, Crisis Center, or police shall be contacted as appropriate.

Professional Development

Sierra View Elementary School provides professional development for teachers on topics that assist us in meeting the social and emotional learning needs of our students. Training has included; Trauma Informed Behavior interventions, Restorative Justice, Zones of Regulation, Positive Behavioral Interventions and Supports Program, and Social and Emotional Learning. 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. Staff members at Sierra View Elementary School have also received training in Kimochi, and the Steps to Respect/Second Step approach to conflict resolution.

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:

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

Section 10: Discipline Policy and Code, Bullying Prevention

Overview:

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

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

Discipline Procedures:

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

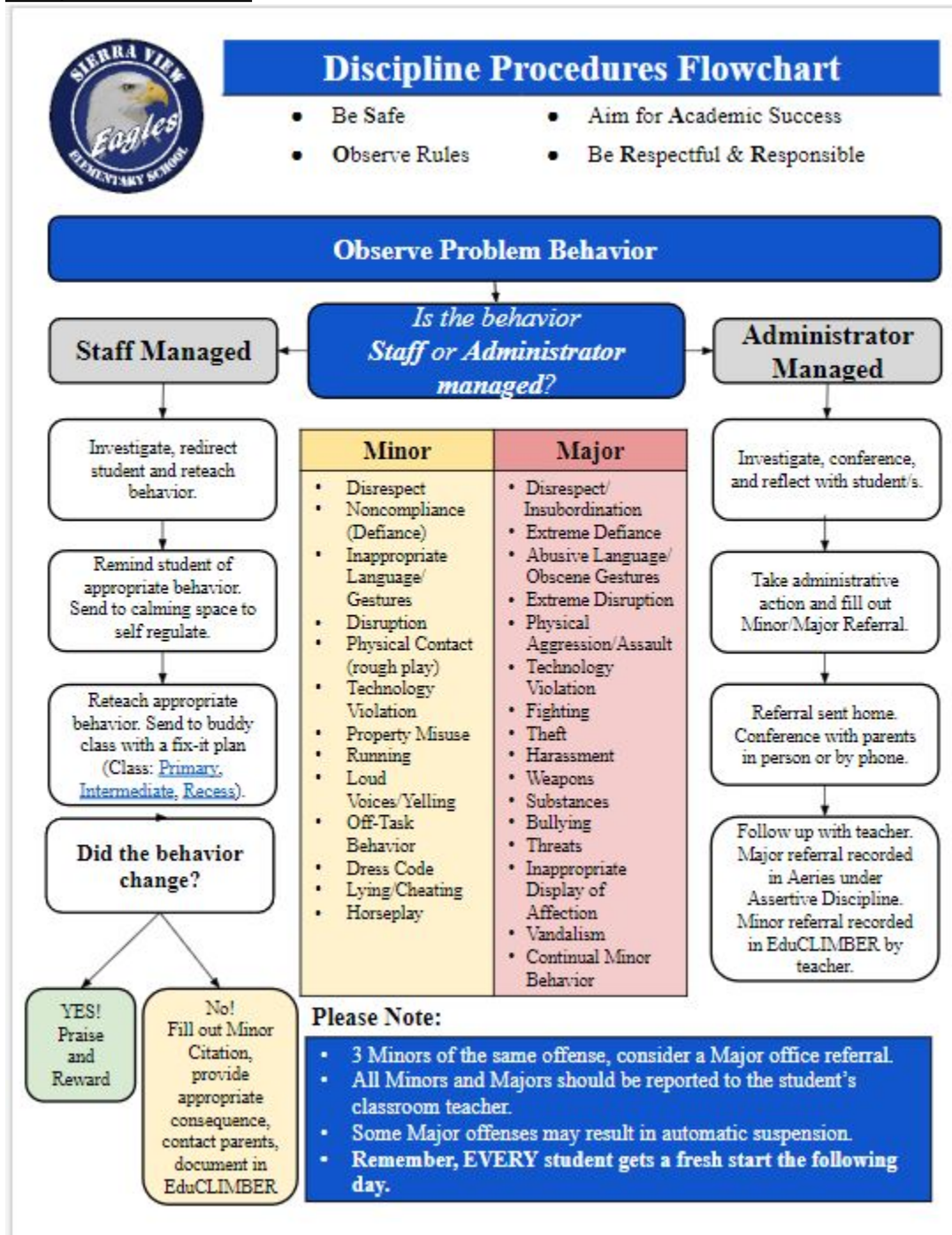
Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

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

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

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

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



Bully Prevention

Sierra View Elementary School uses the following bully prevention strategies: Guidance staff and counselors teach skills in class and support students in times of difficulty, Toolbox, Tools for Learning, Second Step, a violence prevention program, Steps to Respect, and other bullying prevention/curriculum resources, Healthy Play, and positive interventions and supports. Cyberbullying information and prevention can be found on the Sierra View Website. Additionally, Chico Unified School District has purchased WeTip, an anonymous bullying reporting website. WeTip allows any person

affiliated with the school to report concerns for students online or by phone at any time of day. The reports are assessed for severity and immediately forwarded to the appropriate school staff.

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

Overview:

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

Crisis Intervention and Disaster Planning:

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

Gang Affiliation:

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

Gangs and Graffiti:

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Sierra View Elementary School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Sierra View Elementary School has access to the Opportunity Program at Marigold Elementary School and RESET at McManus Elementary School. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

Sierra View Elementary School places students on behavior contracts, which focus on academics and positive behavior to promote better decision making.

Truancy Learning Center/District Attorney Referral:

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

Megan's Law Notification:

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

Dress Code Policy:

The Board of Education has adopted a policy, which states that students' dress and grooming is the responsibility of parents. Since the manner in which students dress for school can influence behavior and learning, we encourage a parent to dress their children in neat, clean clothing appropriate for elementary school activities. Clothes shall be sufficient to conceal undergarments at all times and clothing such as see-through or fish-net fabrics, halter tops, low-cut tops, spaghetti strap tank tops, bare midriffs, sagging pants or pants that drag on the ground causing a safety hazard, and short shorts or skirts that are shorter than their hands dropped at their sides are prohibited. For reasons of health/safety and Education Code provisions, all students will wear appropriate footwear platforms, open-toed, and backless footwear are prohibited. Make-up may not be worn at school. Hats will be permitted as protection from cold weather and sun. They may not be worn backward or inside buildings. Hat privileges may be revoked if individuals compromise the hat policy. Crude printing, pictures depicting or encouraging drugs, tobacco, alcohol, racial-ethnic slurs, gang affiliation, or that are sexually suggestive on any apparel are not acceptable. The school will notify parents in the event a child's dress or grooming is not deemed acceptable or appropriate for school.

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.

- Sierra View Elementary operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Sierra View Elementary has minimized blind spots around the school facility.
- Sierra View Elementary has set a priority to keep buildings clean and maintained.
- Sierra View Elementary has limited roof access by keeping dumpsters away from building walls.
- Sierra View Elementary keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Sierra View Elementary has designed its parking lots to discourage traffic and slow vehicles proceeding through the parking lot.
- Sierra View Elementary ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Sierra View Elementary has established a procedure to have the school campus fully lighted at night.
- Sierra View Elementary keeps a complete list of staff members who have keys to buildings.
- Sierra View Elementary does not allow graffiti to remain on walls. The procedure involves following the three "R's" after the discovery of graffiti-read, record (i.e. photograph or videotape), and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Sierra View Elementary provides maximum supervision in heavy traffic areas.
- Sierra View Elementary has established two-way communication between the front office and each classroom.
- Sierra View Elementary offers community-based activities for students after school.

- Sierra View Elementary has instituted after-school academic and recreational programs for students who have to stay beyond school hours.

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

Overview:

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

Campus Supervisor and Administrative Positions:

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.

Sierra View Elementary employs a principal, and school aides whose jobs are designed to increase school safety, prevent prohibited offenses and promote positive student relationships. These personnel have developed procedures to monitor the school campus, and the surrounding areas, and has designated the safe entrance and exit routes to school.

Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, and the school aides at Sierra View Elementary make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

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

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

Teacher Notice of Disciplinary History:

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

Section 13: Parent and Community Involvement

Overview:

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

Parent/Guardian Involvement:

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

- 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.
- Frequently uses Parent Square as one of its main sources of communication.
- Utilizes social media to advertise school information and events.
- 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

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

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

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

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

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

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

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

Section 16: California Interscholastic Federation Event Emergency Guidelines

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

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

RESPONSIBILITIES OF HOME TEAM

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

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

GUIDELINES FOR VISITING TEAMS

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.
2. Have adequate faculty and administrative presence at the game.
3. Provide students information about parking, entrance, seating and exiting.

4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

GUIDELINES FOR BOTH TEAMS

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

PART II: SPECIFIC THREATS

INJURIES AND MEDICAL EMERGENCIES

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

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

FIRE

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

EARTHQUAKE

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

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.
2. If you are in grandstand, grab hold of seats, railing or other fixture. Move away from the side of the grandstands
3. If you are in an open area, such as a basketball court or swimming pool area, move to the area in front of an interior wall, especially interior corners, kneel and clasp your hand behind your neck.
4. Protect your eyes from flying glass and debris with your arm covering your eyes.

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

Outside Event: DROP AND COVER AND STAY OUTSIDE

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

Traveling to a School Event: STOP SAFELY

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

SEVERE WEATHER

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

SHOTS FIRED: RUN, HIDE AND COUNTER IF NECESSARY

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

Outside Event

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run

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

Inside a Building

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

Counter Option

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

WEAPONS WITHOUT SHOOTING

Suspected Weapon On The Premises

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

Observed Weapon On The Premises

1. Seek assistance from another staff member or supervising adult in reporting the incident.
2. Discreetly call 911 if the suspect is not present.
3. Provide a physical and clothing description and the last known direction of travel of the individual.
4. IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.

SUSPICIOUS BEHAVIOR

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

CHILD ABUSE

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

Definitions Of Child Abuse:

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

PERSONNEL HARASSMENT

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

POWER OUTAGE

1. Remain calm.
2. If participants are in danger, stop activity and move them to a safe place.

3. Contact your immediate supervisor. Notify the on-site maintenance staff.
4. Ask site personnel for available flashlight.
5. Complete the incident report form and forward it to your immediate supervisor.

MISSING CHILD

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

ABDUCTION

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

CONTROLLED SUBSTANCE (Drugs/Alcohol)

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

SEXUAL HARASSMENT

1. If a student reports to you that s/he has been approached in an inappropriate fashion by another person, take the student to a private area with another staff member for an interview. All allegations of sexual harassment, regardless of the nature, must be investigated.
2. Determine by questioning, as gently as possible, exactly what happened. Ask the victim questions like:
 1. What did the person say?
 2. What did the person do that made you feel uncomfortable?

3. When did this happen?
4. How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.
5. If allegations of physical touching, CALL POLICE and your immediate supervisor. Sexual Assault Procedures should be initiated (see page 12).

SEXUAL ASSAULT

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

Note: For Sexual Assaults:

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

TACTICAL SITUATION

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

BOMB THREATS: ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. DO NOT try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. ASK.....
 1. WHEN will the device explode?
 2. WHERE is the device?
 3. WHAT kind of device is it?
 4. WHAT does it look like?
 5. WHY did you place the device?
 6. WHO are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 1. Time of call
 2. Exact words of caller

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

For Those Individuals Aware Of the Bomb Threat:

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