

Comprehensive School Safety Plan SB 187 Compliance Document

**2023-2024
School Year**

School: Chico Country Day Charter School

CDS Code: 04614246113773

District: Chico Country Day School

Address: 102 West 11th Street Chico

Date of Adoption: January 17, 2023

Approved by:

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I) Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.chicocountryday.org.

SAFETY PLAN VISION

The mission of Chico Country Day School is to provide a safe, joyful community where all learners are inspired to achieve their personal best. Our core purpose is to educate students toward becoming engaged and thriving learners. CCDS has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site based emergency preparedness for all students, faculty and staff. Chico Country Day School (CCDS), a public charter school, was established in 1996 by local teachers, parents, and community members. CCDS was unanimously re-approved by the Chico Unified School District September, 2019.

II) Components of the Comprehensive School Safety Plan (EC 32281)

CHICO COUNTRY DAY CHARTER SCHOOL SAFETY COMMITTEE

Claudia Trout (administrator); Kelly Clarke (administrator); Valerie Long (staff); Debbie Hardesty (staff); Jamie Beauchane (staff); Erin Lizardo (staff); Melinda Keleman (staff); Kristian Davison (Parent); Stacy Ferguson (staff); Stuart Langford (staff); Wendy Fairon (administrator); Amie Parent (administrator)

ASSESSMENT OF SCHOOL SAFETY

School safety data sources include: Attendance Rates; Suspension/Expulsion Rates; Office Referrals; Student and Parent Surveys; Local Law Enforcement data; and anecdotal evidence.

STRATEGIES AND PROGRAMS TO PROVIDE AND MAINTAIN A HIGH LEVEL OF SAFETY (EC 32281(A)1, ITEMS A-J)

Chico Country Day School developed and implements a safety program that encompasses school emergencies, disaster procedures, crisis response, student safety, discipline and well-being. Students' best interests are at the core of all decisions we make and our purpose is to educate students toward becoming engaged and thriving learners. Our staff is trained in mandated reporting, first aid/CPR, CPI, yard supervision, and school norms and best practices for ingress and egress of the students. In addition, we have an incident team that has proven successful in all emergency situations. Each year, the safety committee meets to review and/or update our school plan. CCDS has implemented multi-tiered supports for student well-being and success. The components of all safety responses include prevention, protection, mitigation, response and recovery. These include positive behavior supports, academic support, and social-emotional curriculum K-8.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Employees may, but are not required, to report such incidents to the Administrator. Reporting such incidents to the Administrator does not relieve the Employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. Child protective agencies are the police, sheriff, probation, child protective services/welfare department.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person" and includes:

1. Physical abuse resulting in a non-accidental physical injury;
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child;
3. Sexual abuse including both sexual assault and sexual exploitation; and
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment

There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal. When two or more persons who are required to report jointly have knowledge of or suspect an instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a

duty to make the report. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

School safety continues evolving, and CCDS is using updated terminology to reflect current K-12 safety standards. In the event of an incident on or near campus, school safety teams may issue a “Caution Alert” or an “Action Alert.”

CAUTION ALERT: Caution Alert may be issued when there is a potential impact on a school campus, students or staff. Examples include an off-site car accident that may cause traffic delays, an unsafe tree on or near school, a street closure, or an emergency in the surrounding area.

ACTION ALERT: Action Alerts may be issued when students and/or staff are instructed to take action (Hold, Secure, Lockdown, Evacuate) while on campus. The Action Alert will designate the type of action to be taken and additional details regarding the reason for the action.

Most Action Alerts within CCDS result from a precautionary request from the Chico Police Department (Secure), or out of respect for student privacy issues on campus. Situations for a Hold may include a medical emergency. The Hold and Secure precautionary lockdowns are often brief, and instruction continues in the classroom. Classroom learning will still occur, but students may not be able to transition to other locations on campus or leave campus until after the Hold or Secure has been lifted.

NOTIFICATION PROTOCOLS

Hold and Secure Alerts are often precautionary and brief. CCDS Hold Alerts typically do not result in communication with families. A Lockdown/Barricade Alert will be issued if a safety concern occurs directly on campus. A notification is sent to families in the event of a Lockdown/Barricade Alert. The notification may occur after the lockdown has been resolved due to the short lockdown period. The School Site Safety Team’s first priority is to ensure student and staff safety on campus. Notification to those off campus will occur as quickly as possible, but the focus is first communicating with those on campus.

ALERT PROCEDURES

POLICE INITIATED SECURE:

- Alert: Administrator or office staff will announce to “Check email/Catapult and monitor walkie talkies for a security alert.” Office will notify substitute teachers by phone or by runner.
- This is a precautionary alert; teaching and classroom activities continue as normal.
- No movement for students outside of the buildings unless supervised by staff and confirmed with the school administrator.
- Students stay in class. Recess and dismissal may be altered or withheld depending on direction from law enforcement and CCDS administration.
- Blinds closed, doors locked, gates locked.
- No entry or exit from campus until the situation is resolved.
- Administrator or office staff will notify staff by PA to launch Catapult EMS, check email and monitor walkie talkies.
- Office will notify substitute teachers by phone or by runner.
- If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.

CCDS HOLD:

- Alert: Administrator or office staff will announce to “Check email/Catapult and monitor walkie talkies” for a security alert.” Office will notify substitute teachers by phone or by runner.
- This is a precautionary alert; teaching and classroom activities continue as normal.
- No movement for students outside of the buildings.
- Students stay in class. Recess and dismissal may be altered or withheld depending on direction from law enforcement and CCDS administration.
- Blinds closed, doors locked, gates locked.
- No entry or exit from campus until the situation is resolved.
- Administrator or office staff will notify staff by PA to launch Catapult EMS, check email and monitor walkie talkies.
- Office will notify substitute teachers by phone or by runner.
- If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.

LOCKDOWN/BARRICADE:

This means there is an immediate threat on campus.

- Alert: Administrator or office staff will announce “This is not a drill. Lockdown. We are in lockdown with an outside threat. Staff and students in classrooms, lock doors, turn off lights, get low to the ground. Check your Catapult for further instructions. ”

All staff will:

- Lock doors, turn off lights, close blinds, and account for students. Students will remain quiet
- Log on to Catapult EMS and mark your safety status and then proceed to mark students who are present and identify additional people who are with you that do not have access to Catapult EMS.
- If you have another student from another class you can mark them as safe and secure and then send a message via Catapult such as, “I have Davis he should be in Mr. Nortons’ class and **I have marked them safe and secure.**”
- Use the Catapult messaging system if your missing a student or have an emergency
- Do not call the office unless absolutely necessary. Instead use the chat feature in Catapult to contact the Site Safety Team
- Playground: Hurry to the closest building
- Staff in Gym: lock doors
- Lunch area: hurry to closest classroom or gym
- Restrooms: If students are in the restroom, they must remain there until an adult comes to get them. Utilize the emergency buckets in the classroom for bathroom use.
- **NO STAFF or STUDENTS ALLOWED OUT UNDER ANY CIRCUMSTANCES**
- Call 911 and notify administration if there are injuries
- Administration will provide updates based on direction from law enforcement
- Law enforcement will take charge of the situation and direct activities and procedures
- Do not open the door until the ALL CLEAR signal is given via Catapult and on the all school overhead announcement.

SCHOOL WIDE EMERGENCY PLANS

FIRE EVACUATION PROCEDURES:

- Sound the school alarm and send a Catapult notification

Teachers and staff will

- Wait for an all call “ This is a fire, evacuate to ...” then proceed to evacuate
- Bring the emergency binder.
- Using your emergency door exits, clear rooms silently and close doors, leaving them unlocked.

- Evacuate to the designated area on the field. Students walk to the fence (middle school students cross the street) and turn to face the middle of the field.
- Maintain control of students at a safe distance from fire, fire personnel, and equipment.
- Conduct roll call and mark your self and students as safe and secure in Catapult and display GREEN card if all students are accounted for or RED card if student(s) are missing. This includes students in special services. Administrator will clarify that students are accounted for when evacuation is complete. (When in doubt, put red out.)
- An ALL CLEAR signal will be given and incident will be resolved in Catapult indicating that conditions are safe to return to classrooms

EARTHQUAKE PROCEDURES:

- Earthquakes strike without warning. Students and staff are to DROP, COVER, AND HOLD when inside buildings and DROP when outside buildings.
- Inside School Building: Staff in charge implements DROP, COVER and HOLD. All students and staff should immediately turn and/or move away from glass areas and place themselves under tables and desks until shaking subsides.
- Outside School Building: Staff in charge implements DROP. Move away from potential falling objects and into the open if possible. Drop and hold until shaking subsides.
- The administrator or office staff will announce “Evacuate to the fire drill location” over the PA and via Catapult . Staff in charge will bring emergency binders, evacuate students, and close doors. Special consideration should be given to exit routes to ensure safety.
- Take roll in Catapult at the fire drill location and display RED or GREEN cards

EVACUATION:

- Alert: Administration or office staff will announce to staff “This is an evacuation to ...” by PA and via our Catapult EMS notification system.
- Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
- Follow directions from the Incident Command Team. Maintain radio contact.
- All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.
- If the relocation site is unsafe, wait for the Incident Commander’s instructions.
- An “ALL CLEAR” signal indicates conditions are safe for returning to buildings.
- Assist persons who may need assistance and render first aid as necessary.

Evacuation Locations:

Rotary Park
1532 Broadway St
Chico, Ca 95973

Boys and Girls Club
601 Wall Street
Chico, CA 95928

STUDENT RUNAWAY PROCEDURE:

- Keep the student in your sight at all times
- Follow student but do not chase
- Communicate with main office through your walkie talkie
- Contact police
- Continue visual contact and remain on scene until police and parents are present and situation is under control

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

CCDS will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. **Mandatory Suspension:** A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
2. **Discretionary Suspension:** A student may be suspended for any of the following offenses:
 - a) Possession, use, offering, arranging and/or negotiating to sell or provide of a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
 - b) Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
 - c) Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
 - d) Physical assault including, but not limited to aiding or abetting in the same.
 - e) Damage to school or private property including, but not limited to attempted or caused damage.
 - f) Sexual harassment.
 - g) Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."
 - h) Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
 - i) Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
 - j) Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.
 - k) Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.
3. **Mandatory Expulsion:** A student shall be expelled when it is determined that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
4. **Discretionary Expulsion:** A student may be expelled for any of the following offenses:
 - a) Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
 - b) Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
 - c) Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.
 - d) Physical assault including, but not limited to aiding or abetting in the same.
 - e) Damage to school or private property including, but not limited to attempted or caused damage
 - f) Sexual harassment.
 - g) Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

- h) Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- i) Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- j) Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.
- k) Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

AUTHORITY TO IMPOSE DISCIPLINE

The Director of Student Affairs (or his/her designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of the evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement of authorities.

The Director of Student Affairs (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Director of Student Affairs (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing, is warranted; or, (2) Companion to setting an expulsion hearing. The Dean of Students (or their designees) has the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the Director of Student Affairs (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the Director of Student Affairs (or his/her designee).

SUSPENSIONS

SUSPENSIONS PENDING INVESTIGATION

The Director of Student Affairs (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the Director of Student Affairs (or his/her designee) determines that a student is to be suspended, the Director of Student Affairs (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during the suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of a restorative process as the School may determine in its sole discretion.

SUSPENSION PENDING EXPULSION HEARING

If the Director of Student Affairs (or his/her designee) determines at the outset that an expulsion hearing is warranted, the Director of Student Affairs (or his/her designee) may impose a suspension pending an expulsion hearing. The Director of Student Affairs (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing, and provide information regarding CCDS expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

DISCIPLINE REVIEW MEETING

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the Director of Student Affairs (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps. If the Dean of Students (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the Director of Student Affairs (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

EXPULSIONS

EXPULSION HEARINGS

If the Director of Student Affairs (or his/her designee) determines that consideration of expulsion is warranted, the Director of Student Affairs will hold an expulsion hearing where the Director of Student Affairs shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Director of Student Affairs will consider the evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and CCDS. If the Director of Student Affairs determines that a student is to be expelled, the Director of Student Affairs shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The Director of Student Affairs written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the Director of Student Affairs determination.

RIGHT TO APPEAL THE DIRECTOR OF STUDENT AFFAIRS DETERMINATION

The parents and/or guardians shall have ten (10) days from the Director of Student Affairs Expulsion Determination Letter to submit a written request of appeal to the Director of Education of Chico Country Day School ("Written Appeal Request"). In response to the Written Appeal Request, the Director of Education of CCDS shall convene a committee consisting of one member of the CCDS Board of Directors, Special Education Director and the CBO of CCDS or his/her designee. The committee members appointed will be knowledgeable about CCDS basis for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion. The committee shall convene a hearing on the appeal within fifteen (15) days of receipt of a timely written request for an appeal. At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and CCDS. That decision shall be final.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To notify teachers of suspensions as they occur during the school year, the following process is used: After reviewing the cum folder of newly enrolled students, the site administrator will advise unit members at that site of documented incidents which, if repeated, could pose a threat to unit members, other students or employees. Unit members shall be responsible for maintaining confidentiality on a need to know basis.

When a child is suspended from school, copies of the suspension are placed in the student cum folder. Notification of suspensions are given to: parent/guardian, teacher, Director of Student Affairs, Director of Special Education (if applicable).

(E) Sexual Harassment Policies (EC 212.6 [b])

CCDS is committed to maintaining a learning environment that is free from sexual harassment. Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this policy.

STUDENT SEXUAL HARASSMENT POLICY

Any student who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the Dean of Students and/or Director of Student Affairs so that appropriate action may be taken to resolve the problem. CCDS prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to the CCDS' Uniform Complaint Procedure.

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students and their guardians hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items. Schools are responsible for ensuring that students' attire, hairstyle, jewelry, and personal items do not interfere with the health and safety of any students and do not contribute to a hostile or intimidating environment for any student.

CCDS BELIEVES:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students

because of racial identity, ethnicity, gender identify, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity

- Students and staff are responsible for managing their personal distractions
- Students should not face unnecessary barriers to school attendance

TO PROMOTE A PROFESSIONAL AND RESPECTFUL WORK ENVIRONMENT AND READINESS FOR THE WORK WORLD, STUDENTS MUST WEAR:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.) and
- Footwear (must have a back on them)

STUDENTS MAY NOT WEAR CLOTHING, JEWELRY, OR PERSONAL ITEMS THAT:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups
 - Intentionally show private parts (areola/nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen through) material. Shirts or pants must cover the belly button.
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose)
- Demonstrate gang association/affiliation
- Closed-toed shoes must be in student's possession daily for required P.E, walking field trips, and some electives.

Attire worn in observance of a student's religion is not subject to this policy.

ENFORCEMENT OF DRESS CODE

Staff will use reasonable efforts to avoid dress coding students in front of other students. Potential consequences for failure to adhere to the dress code may include being required to change into dress code appropriate clothing. Guardians will be contacted and asked to bring a change of clothes. The student will be provided with appropriate clothing until the parent arrives. Following the dress code is one way that students show that they wish to be a part of the CCDS community.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

*Due to COVID-19 Pandemic no early drop off is available. Students can be dropped off starting at 8:10 a.m. and picked up at 11:30 a.m. for Tk-5 and 12:30 p.m. 6th-8th.

Students can arrive at school no earlier than 7:45 a.m. and should be dropped off on the Main Campus (K-5 side). Upon arrival, your child must remain in supervised areas on campus. Students may be dropped off in the Middle School building at 8:25 a.m. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Do not drop your child off in the parking lot.

Kindergarten students MUST be picked up at their classroom at 2:30 p.m. by a parent or other authorized individual. All students MUST be picked up by 2:40 p.m. (grades 1-3), 2:55 p.m. (grades 4-8) at the curb. On minimum days, all students MUST be picked up by 12:30 p.m. On early release Mondays students in Tk-3rd will be picked up by 1:30 p.m. and in 4th-8th grade will be picked up by 1:45 p.m. Students are not allowed to wait in front of the building without supervision.

DROP OFF AND PICK UP OF STUDENTS & PARKING

The safe arrival and departure of students is of paramount concern to the Charter School. The Charter School has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff. In addition, the Charter School desires to be a good neighbor to the residents surrounding the Charter School premises. Parents can help the Charter School to be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

GENERAL GUIDELINES

All visitors to the Charter School are expected to adhere to the rules of the road when driving on or around the Charter School premises. All visitors are expected to drive slowly when students are present. Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on the Charter School premises in any area except the parking lot or designated drop-off and pick-up areas.

ARRIVAL AND DEPARTURE OF CHARTER SCHOOL STUDENTS

Parents are requested to adhere to the following rules:

1. Drive slowly through the school zone.
2. Pay close attention to the directions of any crossing guard at any crosswalk or traffic light. He or she is trying to help get students to school safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient and stay to the right side of the area. There shall be no passing around other vehicles.
4. Enter the parking lot only if you plan to get out and walk your child to school. Otherwise, the parking lot is not a safe drop-off and pick-up area.
5. When you pull to the curb of the designated pick-up and drop-off area, the first car should pull as far forward as possible allowing others to pull in behind.
6. When leaving, pull out slowly and look carefully for students and other cars.
7. For afternoon pick-ups, if you arrive early, circle the block until students are released. The curb is designated for 3 Minute Loading Zones. After the children are dismissed, the first car should pull forward as far as possible to wait for his or her child.
8. Treat other drivers with respect.

Students to be picked-up and dropped-off must report to the designated area when they are dismissed from class.

PARKING

Parking spaces designated for employee use and visitor use shall be utilized accordingly.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

COMPONENT: UNIVERSAL EXPECTATIONS

Be Safe. Be Respectful. Be Responsible.

ALL CLASSROOMS AND COMMON AREAS: Keep your hands, feet, and objects to self. Walk to the right at all times. Use equipment and materials appropriately. Use appropriate language and voice level. Clean up after self. Take proper care of all school equipment. Leave toys or other personal belongings at home.

ARRIVAL AND DISMISSAL: Arrive on time. When you arrive, put your backpack in your designated area. At dismissal, stay in the pick-up zone on the campus side of the sidewalks. Be an active listener. Hands and feet to self. Be in class line by the second bell.

BATHROOMS: Walk. Report unsafe conditions. Use appropriate language and voice level. Respect the privacy of others. Use the bathroom for its intended purpose.

CAFETERIA/LUNCH AREA: Keep your hands and feet to self. Eat only your food. Playground equipment is not permitted in eating areas. Use appropriate language and voice level. Listen and follow adult directions. Remain seated until the signal for dismissal. Clean up trash and belongings. Pack it in, pack it out!

GYM: Keep your hands and feet to yourself. Use playground equipment how and where it is intended. Use appropriate language and voice level. Listen and follow adult directions. Return equipment.

PASSING PERIODS: Keep your hands, feet, and objects to self. Walk to the right at all times. Listen and follow directions the first time. Help others. Stay with your group or class when traveling together. Travel on pathways from destination to destination.

RECESS: Keep your hands and feet to self. Use playground equipment how and where it is intended Stay in assigned areas. Be an active listener. Freeze at the bell and return to class. Return equipment.

ACCIDENT PROTOCOL

If there is a medical emergency on campus requiring assessment or treatment beyond what staff can or should do, staff should immediately call an ambulance or paramedics, then call the parent/guardian. When dialing 9-1-1 from campus phones, dial 9-9-1-1

Paramedics will assess and evaluate the need for transportation. Usually, the parent/guardian show up during this time. If not, and the paramedics decide to transport, provide them with a copy of the treatment authorization (emergency card) to take along. If the parent is not present, a staff member will accompany the student.

Finances do not play a part in this protocol. Paramedics can assess and decide not to transport; there is no cost involved in calling them to the school. The decision to transport is theirs as well as the liability for the course of treatment at that point.

The school is not responsible for the medical costs incurred unless found at fault (possible negligence, safety issues, etc.).

ELEMENT: OPPORTUNITY FOR IMPROVEMENT

Objectives	Action Steps	Resources	Lead Person	Evaluation
Training for all staff and students regarding school universal and expectations.	Schoolwide expectations rotations, staff expectations, refine referral process for MS staff.	Social Emotional and Behavior Handbook	Director of Student Affairs	ongoing
Track referrals year to year	Reports run quarterly. Final report in June. Provide comparisons year to year to staff and board.	Student information system	Director of Student Affairs	ongoing
Monthly Safety Drills	Schedule in advance monthly safety drills		Director of Student Affairs	ongoing

COMPONENT: SAFE SCHOOLS PARTNERSHIP

A safe school is a shared responsibility between school staff, students and parents.

STAFF:

- Park and lock your car in well-lit non-isolated areas
- Use the buddy system whenever possible when entering or leaving the campus at night
- Secure purses and valuable while on campus
- Monitor the school campuses. Be aware
- Notify the administration or Chico PD immediately when you observe trespassers on campus
- Do not return to campus during non-school hours without the permission of the administration and making the required notification
- Know the emergency numbers for Chico Police Department. Notify other staff members when remaining on campus after school hours. The campus is to be cleared by 5pm unless permission to remain has been given.
- Know the alarm code, placement of keypads on campus and how to activate and deactivate alarms
- Develop a system of rumor control relative to activities that occur on campus
- Be aware of safety concerns in the community surrounding the school

STUDENTS:

- Report violence, bullying or criminal activity immediately to an adult or use the STOPit app to report anonymously · Be aware of your surroundings
- Avoid isolation and unsupervised activities and areas on campus
- Stay on campus during school hours

PARENTS:

- Talk to students about what to do if confronted with violence, bullying, or anything else that is prohibited at our school
- Be aware of the route the children take to school
- Be familiar with whom your children socialize
- Discuss your child’s activities at school
- Share with your children the importance of remaining on campus during the day
- Attend or chaperone school events when possible
- Help supervise the campus when you are there

ELEMENT: OPPORTUNITY FOR IMPROVEMENT

Objectives	Action Steps	Resources	Lead Person	Evaluation

COMPONENT: SCHOOL SAFETY - CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION

While CCDS encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, CCDS also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment. If a parent or guardian wishes to visit CCDS to view the education program, assist teachers, or conduct school business, the visitor must follow the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq:

1. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds in a sign-in book. For purposes of school safety and security, a visitor’s badge must be worn.
3. The Administrator, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor’s presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Administrator or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Administrator or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Administrator or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Administrator or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Administrator or the Board Chair within five days after the denial or revocation. The Administrator or Board Chair shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the

Administrator shall be held within seven days after the Administrator receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Chair receives the request.

7. The Administrator or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening, photographic, or recording devices may be used by students or visitors on school grounds or on school sponsored field trips and other school activities without the teacher’s and/or Administrator’s permission. Exception: Parents/guardians of currently enrolled CCDS students who have signed the “Conditions under which students may be photographed/filmed” section of the CCDS Student-Parent Handbook.
9. Visitors should only come onto campus for the purpose(s) they designate in the sign-in logbook. Visitors shall not get involved in situations which are the responsibilities of CCDS staff, such as directing other students and intervening in discipline situations. Visitors shall not share confidential information or student information with individuals who are not CCDS staff members.
10. Visitors shall not interfere with, disrupt, or in any way prevent or hinder a CCDS staff member in the performance of his/her job duties.
11. School age children shall not visit CCDS during regular CCDS school hours without prior permission from the school administration.

PENALTIES

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School’s pursuit of a restraining order against such visitor that would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

ELEMENT: OPPORTUNITY FOR IMPROVEMENT

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

CONDUCT CODE PROCEDURES: BEHAVIOR AT CHICO COUNTRY DAY SCHOOL

In order to ensure a quality learning environment, we feel each student is entitled to a safe and respectful school environment. CCDS has implemented a Positive Behavior Intervention Support Program which provides clear behavior expectations and Restorative Practices which promotes positive behaviors focused on understanding conflict and how to repair harm. We believe that all our students can behave in a manner appropriate to school and that each student can be held accountable for their behavior. CCDS strives to build a community based on cooperation, trust and respect. The universal behavior norms are to be safe, respectful and responsible.

General rules for behavior and safety are:

- Use equipment for the intended use
- Use appropriate language
- Follow staff directions
- Rough play is not allowed
- Treat others with respect

Restorative practices provide students a chance to learn about consequences of their actions, develop empathy, and figure out ways to repair relationships that may have been damaged. The process also addresses the needs of those who have been harmed. During a restorative dialogue, students are asked:

- To reflect on the conflict or problem (What happened? What were you feeling at the time?)
- To identify their needs and interests (What do you need in order for this class to go well? How do you want things to change?)
- To make a plan (What needs to happen to make things right? What is our plan for the future?)

Positive reinforcements may include:

- Eagle Eyes are given to students who demonstrate our universal behaviors. Students may turn these in for special drawings.
- Individual classroom incentives.

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion:

- Verbal and/or written warning given to the student.
- Loss of privilege. (Referral sent home)
- Restorative conversations and/or tasks to address the behavior (i.e. pick-up trash, clean lunch tables) ·
Written commitment by student to improve his/her behavior and/or performance. (Think Sheet) ·
Detention (Referral sent home)
- Parent /guardian notification (Referral sent home)
- Conference with Dean, Director or other faculty (Referral sent home)
- Suspension
- Expulsion
- Other forms of discipline that the school may determine appropriate

Any student who is in possession of any weapon will be recommended for expulsion from the school. (Education Code 48915).

Behavioral plan will apply to students (EC 48900) while on school grounds, while going to and from school, during any school sponsored activity, on field trips, and during any other school related event.

BULLYING PREVENTION POLICY

Bullying can be defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically the behavior is repeated over time and includes the use of hurtful words and/or acts.

CCDS will not tolerate bullying or any behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions for any reason including race, religion, personal appearance, and sexual preference such that the actions substantially interferes with a student's educational experience; creates an intimidating or threatening educational environment; or disrupts the orderly operation of the school, and/or the overall educational environment.

Indicators of bullying behavior may include, but are not necessarily limited to, the following:

- Verbal – Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal – Posturing, making gang signs, leering, staring, stalking, excluding, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening, gestures or actions.

- Physical – Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional/Psychological – Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyberbullying – Any bullying, harassment, or intimidation when such is accomplished utilizing electronic communication media or electronic signaling devices. Such media includes, but shall not be limited to, e-mail messages, text messages, instant messages, social networking sites; internet-based video sites, and postings of blogs. See below for the CCDS' Cyberbullying Policy.

CCDS reserves the right to regulate, review, investigate and discipline students for bullying, harassment, intimidation and/or cyber bullying, or any other disciplinary violations when such activities threaten violence against another student, are related to school activities, or otherwise disrupt the learning environment or orderly conduct of the school, school business or school activities even if such activities occur after school hours and/or off-campus.

CCDS expects students and/or staff to immediately report incidents of bullying to a teacher, Director of Student Affairs, or Director of Education. Students may also request that their name be kept in confidence to the extent allowed by law. Staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated and resolved in accordance with school policy.

To prevent bullying on campus, CCDS implements restorative practices and provides intervention strategies to staff and students. CCDS may provide students with instruction in the classroom or other school settings that promotes communication, social skills, and assertiveness skills – aligned with the CCDS Life Skills.

CYBERBULLYING POLICY

CCDS will not tolerate behavior that infringes on the safety of any student, including the bullying, harassment, intimidation, and cyberbullying of any student. Students who engage in cyberbullying may be subject to disciplinary action up to and including suspension and expulsion.

What is Cyberbullying? Cyberbullying is bullying that takes place using electronic communication technology such as cell phones, computers, and tablets, as well as communication tools including social media sites, e-mail, web applications, and text messages. In some cases, cyberbullying is a single child sending a hurtful text to another child. But it can also be a group of students posting hurtful things about another student on a social media website. Examples of cyberbullying include:

- Sending mean emails, texts or instant messages to students.
- Threatening or intimidating another student online or in a text message.
- Posting hurtful statements about a student on social media platforms.
- Pretending to be another person by creating a fake online profile.
- Taking an embarrassing or sexually explicit photo of a student and/or sharing it without permission.
- Sending repetitive neutral messages to a student in a harassing manner.

Victims of cyberbullying may experience many of the same effects as children who are bullied in person, such as impacted academic performance, low self-esteem, or depression. However cyberbullying can seem more extreme to its victims for several reasons:

- Cyberbullying can be harsher. Often kids say things online that they wouldn't say in person.
- Cyberbullying can have a greater impact on children as they can receive bullying communications at home. Being bullied at home can take away the place children feel most safe.
- Cyberbullying's impact can be devastating due to how easy it is to share bullying communications. Children are able to send emails or make posts on social media about a student and it can be easily

shared with classmates and a larger public audience. The student who is targeted may feel publically humiliated since the viewing audience is virtually limitless.

CCDS can discipline students for any acts that occur on-campus (e.g., a student sends bullying texts to another student during school hours). A student may also be disciplined for off-campus cyberbullying if it meets the definition of bullying above and substantially disrupts another student's instructional environment.

For example, a student who uses a home computer to post insulting statements about another student on a social media website is engaging in cyberbullying. As a result, the target student may be subject to additional harassment at school, making it more difficult for him/her to participate in educational activities. Any student who makes that kind of post will be subject to disciplinary action, as well as any other students who are responsible for harassing the target student.

CCDS staff recognizes students' First Amendment rights and will consult with legal counsel if they have questions about the school's ability to discipline a student for actions conducted off-campus.

(J) Hate Crime Reporting Procedures and Policies

For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours. Contact the site administrator if you feel your child may have been a victim of a hate crime.

III) Safety Plan Review, Evaluation and Amendment Procedures

Plan will be reviewed by the CCDS Safety Committee each year. The committee will evaluate and amend the Comprehensive School Safety Plan. Subsequently, the plan will be reviewed by the CCDS Board of Directors.

IV) Safety Plan Appendices

EMERGENCY CONTACT NUMBERS

Utilities, Responders and Communication Resources

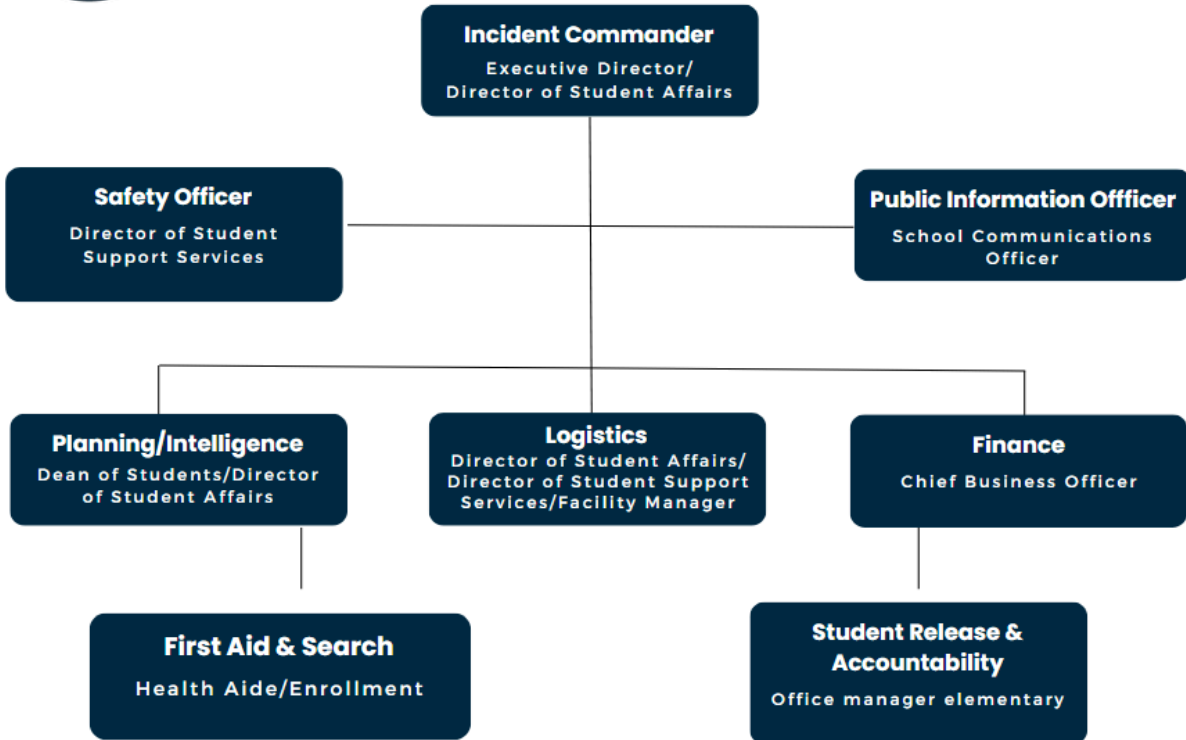
Type	Vendor	Number	Comments
Law Enforcement / Fire / Paramedic	Chico PD	897-4900	
Law Enforcement / Fire / Paramedic	Chico Fire	897-3400	
Local Hospitals	Enloe	332-7300	
School District	Chico Unified	891-3000	
Public Utilities	PG&E	743-5000	
City Services	City of Chico	896-7200	
Other	Chico Country Day School	895-2650	
Other	Animal Control	897-4960	
Other	Poison Control	1-800-876-4766	

Utilities, Responders and Communication Resources

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Committee Review of plan	12/7/23 & 1/11/24	Chico Country Day School
Board Review	1/17/24	Chico Country Day School
Board Approval		Chico Country Day School



CCDS INCIDENT COMMAND SYSTEM



STANDARDIZED EMERGENCY RESPONSE MANAGEMENT SYSTEM OVERVIEW

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate

emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

EMERGENCY RESPONSE GUIDELINES

STEP 1: Identify the type of emergency. The Incident Commander will be notified of the emergency.

STEP 2: Identify the level of emergency. Incident Team will identify the appropriate emergency response.

STEP 3: Determine the Immediate Response Action. The Incident Team will initiate the appropriate emergency response.

STEP 4: Communicate the Appropriate Response Action. The Incident Team will communicate the response to stakeholders as needed.

INCIDENT COMMAND TEAM RESPONSIBILITIES

INCIDENT COMMANDER: During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

SAFETY OFFICER: Supports the Incident Commander in responding to safety needs and takes on additional communication and coordination of duties as needed.

PUBLIC INFORMATION OFFICER: Support the Safety Officer and the Incident Commander with school wide communication.

PLANNING & INTELLIGENCE: Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

LOGISTICS: LOGISTICS: Supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

FINANCE: Finance involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the

PLANNING AND INTELLIGENCE: Supports the Incident Commander in coordinating and executing safety procedures.

FIRST AID & SEARCH: Coordinates with emergency personnel any first aid needs. Support the reunification process and help identify the location of students and staff.

STUDENT RELEASE & ACCOUNTABILITY: Coordinates and executes the release of students to guardians and manages a "safe and secure" system.

TYPES OF EMERGENCIES & SPECIFIC PROCEDURES

Abbreviated Cardiac Emergency Response Plan

AED initial assessment and monthly inspection consist of:

1. Open the AED lid.
2. Wait for the AED to indicate status: Observe the change of the STATUS INDICATOR to RED. After approximately five seconds, verify that the STATUS INDICATOR returns to GREEN.
3. Check the expiration date on the electrodes.
4. Listen for the voice prompts.
5. Close the lid and observe.

Responder Actions:

1. First responder calls for help.
2. First responder begins CPR.
3. First responder instructs second responder to immediately call 911 and tell office staff that there is an unresponsive child/adult at (location) OR office staff calls 911 and uses a notification system to alert Cardiac Emergency Response Team (CERT) that there is an unresponsive child/adult at (location).
4. The CERT team immediately responds to the victim and brings AED en route if it has not already been retrieved.
5. AED is immediately applied and used when available.
6. Assign someone to remain at the main entrance to guide emergency medical services to the victim.

Teacher or Staff Actions:

1. Secure a safe scene by instructing students to clear the area.
2. Assure students remain in the classroom until there is an "all clear" announcement. If teacher assistance is not required at the scene, continue teaching to maintain normalcy.
3. Assure all students are accounted for. Instruct any students who may be temporarily away from the classroom to return promptly.
4. Debrief with students after the event as it is shocking and scary to all. Refer students to counseling services as appropriate.
5. Seize the opportunity to review education about SCA, CPR and AEDs, as well as the importance of not tampering with the AEDs on campus.

Aircraft Crash: Evacuation

1. Administration or office staff will announce to staff "This is an evacuation to ..." by PA.
2. Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
3. Follow directions from the Incident Command Team. Maintain radio contact.
4. All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.
5. If the relocation site is unsafe, wait for the Incident Commander's instructions.
6. An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.
7. Assist persons who may need assistance and render first aid as necessary.

Armed Assault on Campus: Active Shooter/Armed Intruder

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm to students and staff. Such intruders may possess a gun, knife, or other harmful device. An active shooter or armed intruder will result in law enforcement and other emergency services responding as quickly as possible. It is critical to follow the instructions of and cooperate with law enforcement officers. Once law enforcement arrives, the School Incident Commander will be relieved by a law enforcement officer as quickly as possible. If in close proximity to the danger, assess the situation for the best survival option. Make the decision on what is the best option at the pivotal time. The following are guidelines:

1. Alert: The first person to note an indication of an active shooter or armed intruder, as soon as it is safe, should call 911. All are authorized to alert the campus by any means using "Armed Intruder."
2. Lockdown: Lockdown your room in any way possible if evacuation is not safe. Make use of barricades and any exits. Inform: Use technology to provide information to the School Incident Commander. If it is safe, use the lockdown email procedures. Upon arrival, law enforcement will commence communication through the School Incident Commander.
3. Counter: If you are in immediate danger, you have the option to use whatever counter strategies necessary. This may include any and all forms of resistance to the threat.
4. Evacuate: In the event of an intruder, the priority should be to safely leave the area as quickly as possible. If there is no safe manner, lockdown. Once evacuated, meet at the reunification site.
5. Unless evacuating, rooms in lockdown shall remain secured until given the "ALL CLEAR" by the Incident Commander/law enforcement.
6. Once the intruder is subdued, the Incident Commander in consultation with law enforcement will announce an "Evacuation" and relocation to the alternate site for the Family Reunification Process.

Animal Disturbance: Alert

The first person to note an indication of an animal disturbance, as soon as it is safe, should call animal control. All are authorized to alert the campus by any means. A Security Alert (Code Yellow) will be implemented.

1. Alert (provided twice in two separate announcements): Administrator or office staff will announce to "Check email and monitor walkie talkies for a security alert" by PA. Runners will notify substitute teachers.
2. This is a precautionary alert where teaching day continues
3. Students stay in class, recess and dismissal may be altered or withheld depending on direction from law enforcement. If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.
4. Incident commander will announce an "All clear" message once the animal is removed.

Biological or Chemical Release: Evacuation

1. Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.
2. Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
3. Follow directions from the Incident Command Team. Maintain radio contact.
4. All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

5. If the relocation site is unsafe, wait for the Incident Commander's instructions.
6. An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.
7. Assist persons who may need assistance and render first aid as necessary.

Bomb Threat/ Threat Of Violence

A suspected bomb or explosive has been reported but not located. All threats toward the school are taken seriously. The administrator will contact law enforcement and initiate next steps.

1. Alert: Administrator or office staff will announce "This is an evacuation to ..." over the PA
2. Do not handle or move the suspected device.
3. Call 911 and alert administration
4. Staff will move students in an orderly way to the opposite campus from the suspected bomb and account for their students.
5. Be aware of a potential second device. Open areas are the best locations for gathering.
6. Return to buildings only when the ALL CLEAR signal is given.

Bus Disaster

Not applicable

Disorderly Conduct

CCDS expects that parents/guardians will communicate with CCDS staff in a respectful and non harassing manner. If parents/guardians direct harassing, malicious, obscene, threatening, or intimidating communications towards any member of the CCDS community (e.g., staff, parents, and students), they may have their electronic and/or telephonic access to school staff and CCDS social media accounts (e.g., Facebook groups and pages) restricted at the discretion of the Director of Education or designee.

CCDS staff will report any disorderly conduct of the community to the Chico Police Department and may contact our outreach officer directly.

Earthquake

Earthquakes strike without warning. Students and staff are to DROP, COVER, AND HOLD when inside buildings and DROP when outside buildings.

1. Inside School Building: Staff in charge implements DROP, COVER and HOLD. All students and staff should immediately turn and/or move away from glass areas and place themselves under tables and desks until shaking subsides.
2. Outside School Building: Staff in charge implements DROP. Move away from potential falling objects and into the open if possible. Drop and hold until shaking subsides.
3. The administrator or office staff will announce "Evacuate to the fire drill location" over the PA. Staff in charge will bring emergency binders, evacuate students, and close doors. Special consideration should be given to exit routes to ensure safety.
4. Take roll at the fire drill location and display RED or GREEN cards.

Explosion or Risk Of Explosion: Evacuation

1. Administration or office staff will announce to staff "This is an evacuation to ..." by PA.

2. Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
3. Follow directions from the Incident Command Team. Maintain radio contact.
4. All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.
5. If the relocation site is unsafe, wait for the Incident Commander's instructions.
6. An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.
7. Assist persons who may need assistance and render first aid as necessary.

Fire in Surrounding Area: Evacuation

1. Administration or office staff will announce to staff "This is an evacuation to ..." by PA.
2. Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
3. Follow directions from the Incident Command Team. Maintain radio contact.
4. All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.
5. If the relocation site is unsafe, wait for the Incident Commander's instructions.
6. An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.
7. Assist persons who may need assistance and render first aid as necessary.

Fire on School Grounds: Evacuation

1. Sound the school alarm
2. Teachers and staff will wait for an all call " This is a fire, evacuate to"
3. Bring the emergency binder.
4. Using your emergency door exits, clear rooms silently and close doors, leaving them unlocked.
5. Evacuate to the designated area on the field. Students walk to the fence (middle school students cross the street) and turn to face the middle of the field.
6. Maintain control of students at a safe distance from fire, fire personnel, and equipment.
7. Conduct roll call and display GREEN card if all students are accounted for or RED card if student(s) are missing. This includes students in special services. Administrator will clarify that students are accounted for when evacuation is complete. (When in doubt, put red out.)
8. An ALL CLEAR signal will be given indicating that conditions are safe to return to classrooms

Flooding

The Incident Command Team will determine the level of response. Evacuation process may occur if it is within school hours. School closure may occur if the event is outside school hours.

Loss or Failure Of Utilities

The Incident Command Team will determine the level of response. Continuation of the school day will occur if it is within school hours. School closure may occur if the event is outside school hours.

Motor Vehicle Crash

The Incident Command Team will be immediately alerted and determine the appropriate response. If the occurrence is during a school field trip, this may include canceling the trip, communicating with law enforcement,

and families.

Psychological Trauma

The Incident Command Team will be immediately alerted and determine the appropriate response. This may include gathering outside trauma professionals to help students, communicating with families and any other supports as available.

Suspected Contamination of Food or Water

The Incident Command Team will be immediately alerted and determine the appropriate response. The Incident Command Team will determine the level of response. Continuation of the school day may occur if it is within school hours. School closure may occur if the occurrence is outside school hours. Communication with public officials and families will occur.

Unlawful Demonstration or Walkout

Students have a right to freedom of speech and may participate in free speech activities, including political or religious speech, while on school campus. Students may distribute literature reflective of their views and opinions, and assemble on campus during non instructional time to discuss their views and opinions. Students may participate in peaceful demonstrations on campus during non instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or does not cause a substantial disruption to the operations of the school. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators can impose restrictions on the time, place, and manner of the speech or activity in order to maintain a safe and peaceful campus for all students and District employees.

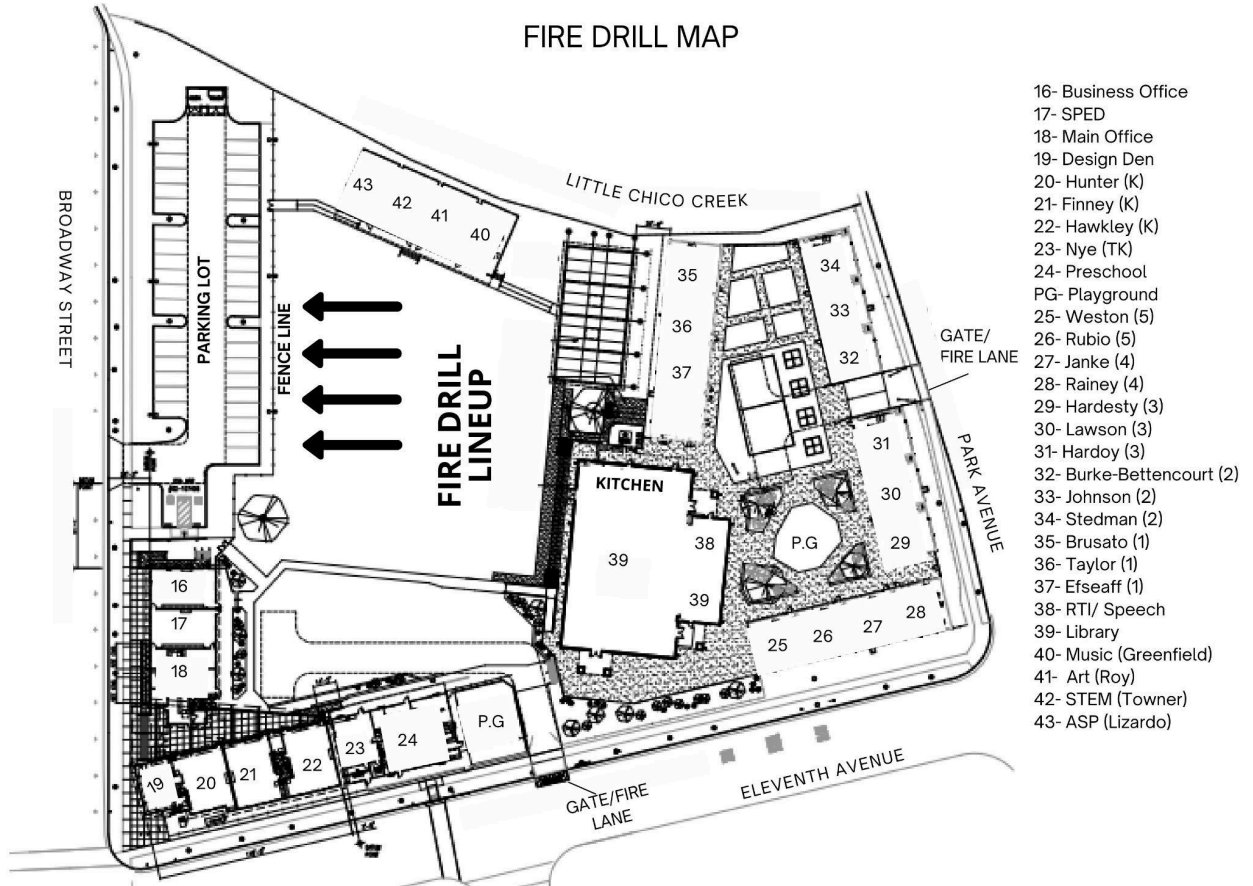
Students who fail to follow the directive of school site administrators or school policy concerning demonstrations, assemblies, sit-ins, or walkouts, may be subject to disciplinary action. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walkout causes a disruption to the general public, local law enforcement may respond to the situation. CCDS has no control over how local law enforcement will handle the situation. While CCDS recognizes and respects a student’s freedom of speech rights, CCDS employees shall not promote, endorse, or participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of CCDS.

Documenting Absences: Students who participate will receive an unexcused absence in alignment with current attendance practices.

Communication: School administrators will ensure open lines of communication and collaboration with faculty, students, parents, and community. Administrators will provide opportunities for students to dialogue and engage in activities such as: classroom or small group discussions facilitated by an approved speaker who are supervised by school personnel, informational assemblies with school personnel supervision, structured research projects.

V) Emergency Evacuation Maps

FIRE DRILL MAP

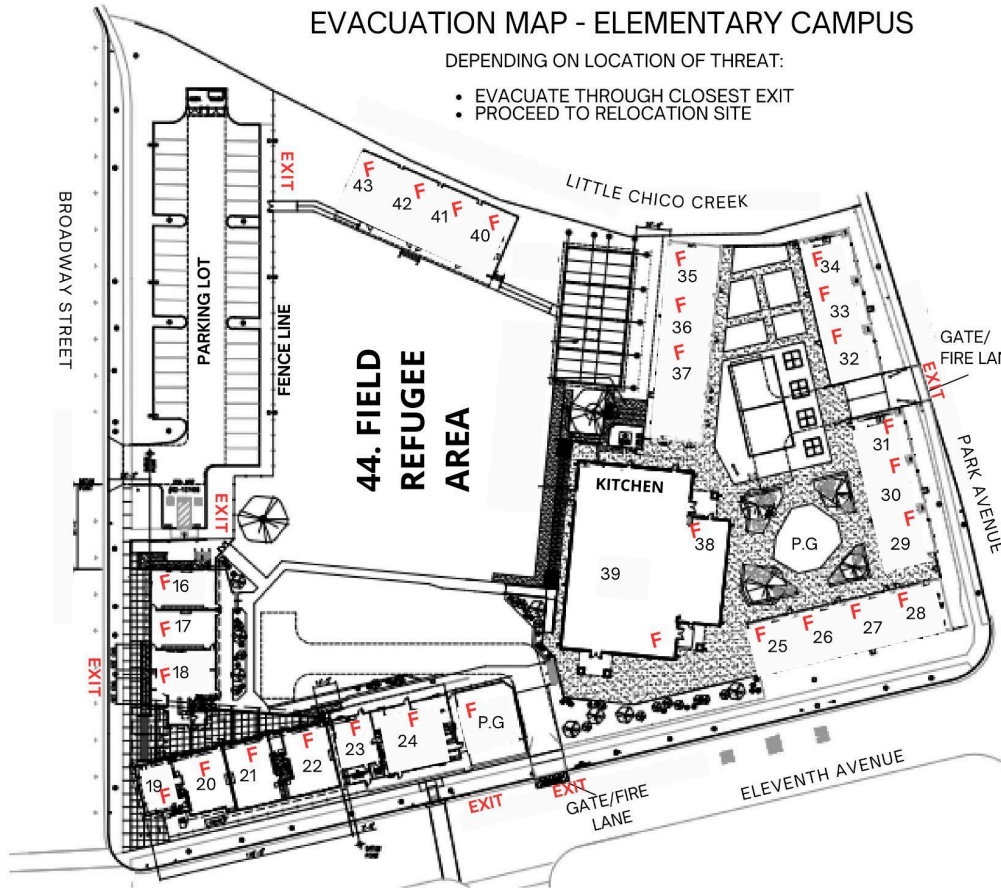


- 16- Business Office
- 17- SPED
- 18- Main Office
- 19- Design Den
- 20- Hunter (K)
- 21- Finney (K)
- 22- Hawkley (K)
- 23- Nye (TK)
- 24- Preschool
- PG- Playground
- 25- Weston (5)
- 26- Rubio (5)
- 27- Janke (4)
- 28- Rainey (4)
- 29- Hardesty (3)
- 30- Lawson (3)
- 31- Hardoy (3)
- 32- Burke-Bettencourt (2)
- 33- Johnson (2)
- 34- Stedman (2)
- 35- Brusato (1)
- 36- Taylor (1)
- 37- Efseaff (1)
- 38- RTI/ Speech
- 39- Library
- 40- Music (Greenfield)
- 41- Art (Roy)
- 42- STEM (Towner)
- 43- ASP (Lizardo)

EVACUATION MAP - ELEMENTARY CAMPUS

DEPENDING ON LOCATION OF THREAT:

- EVACUATE THROUGH CLOSEST EXIT
- PROCEED TO RELOCATION SITE



- 16- Business Office
- 17- SPED
- 18- Main Office
- 19- Design Den
- 20- Hunter (K)
- 21- Finney (K)
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- 23- Nye (TK)
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- 37- Efseaff (1)
- 38- RTI/ Speech
- 39- Library
- 40- Music (Greenfield)
- 41- Art (Roy)
- 42- STEM (Towner)
- 43- ASP (Lizardo)
- 44 - Field/ Refugee Area

