

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Chico Country Day School

**CDS Code:** 04614246113773

**District:** Chico Country Day School

**Address:** 102 West 11th Street  
Chico

**Date of Adoption:** January 14, 2026

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Nick Tover	Chair, CCDS Board of Directors		
Jocelyn Ahern	Vice Chair, CCDS Board of Directors		
Kenyan Martin	Secretary, CCDS Board of Directors		
Ross Simmons	Treasurer, CCDS Board of Directors		
Alyssa Nixon	Member, Chico Country Day Board of Directors		
Amy Mickelson-Beadle	Member, Chico Country Day Board of Directors		
Celina Layton	Member, Chico Country Day Board of Directors		

## Table of Contents

California Comprehensive School Safety Plan (CSSP) Overview .....	5
Safety Plan Vision .....	6
Components of the Comprehensive School Safety Plan (EC 32281) .....	8
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) .....	8
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) .....	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines .....	12
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) .....	14
(E) Sexual Harassment Policies (EC 212.6 [b]) .....	15
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) .....	16
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) .....	16
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) .....	17
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) .....	21
(K) Hate Crime Reporting Procedures and Policies .....	22
(J) Procedures to Prepare for Active Shooters .....	23
Procedures for Preventing Acts of Bullying and Cyber-bullying .....	25
Opioid Prevention and Life-Saving Response Procedures .....	26
Response Procedures for Dangerous, Violent, or Unlawful Activities .....	27
Instructional Continuity Plan .....	27
Introduction and Purpose of the Instructional Continuity Plan (ICP) .....	27
Engagement with Pupils and Families .....	28
Access to Instruction .....	29
Instructional Continuity .....	31
Access (Equity, Accessibility, and Inclusion) .....	33
Professional Learning .....	33
Well-Being and Support Services .....	34
Site-Based Collaboration .....	34
Return to Site-Based Learning .....	35
Integration with Comprehensive School Safety Plan (CSSP) .....	35

Review and Updates of this Instructional Continuity Plan (ICP) .....	35
Procedures for Immigration Enforcement Notification .....	37
Procedures Regarding Pupil Smartphone Use During Emergencies .....	41
Safety Plan Review, Evaluation and Amendment Procedures .....	42
Emergency Contact Numbers .....	43
Safety Plan Review, Evaluation and Amendment Procedures .....	44
Chico Country Day School Incident Command System .....	45
Incident Command Team Responsibilities .....	46
Emergency Response Guidelines .....	47
Step One: Identify the Type of Emergency .....	47
Step Two: Identify the Level of Emergency.....	47
Step Three: Determine the Immediate Response Action .....	47
Step Four: Communicate the Appropriate Response Action .....	47
Types of Emergencies & Specific Procedures.....	48
Aircraft Crash .....	48
Animal Disturbance.....	48
Armed Assault on Campus .....	48
Biological or Chemical Release.....	49
Bomb Threat/ Threat Of violence .....	50
Bus Disaster.....	50
Cardiac Arrest.....	50
Disorderly Conduct .....	51
Earthquake.....	51
Explosion or Risk Of Explosion .....	52
Extreme Weather .....	52
Fire in Surrounding Area .....	53
Fire on School Grounds .....	53
Flooding .....	54
Loss or Failure Of Utilities .....	54

Motor Vehicle Crash .....54

Pandemic .....55

Psychological Trauma.....55

Suspected Contamination of Food or Water .....55

Tactical Responses to Criminal Incidents .....56

Unlawful Demonstration or Walkout.....56

Emergency Evacuation Map.....58

## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at [www.chicocountryday.org](http://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.

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

### Chico Country Day School Safety Committee

Claudia Trout (administrator);  
Kelly Clarke (administrator);  
Valerie Long (staff);  
Jamie Beauchane (staff);  
Erin Lizardo (staff);  
Aaron Quinn (Parent)  
Ashley Gaston (staff );  
Kristian Davison (Parent);  
Kate Bennett (staff);  
Stuart Langford (staff);  
Claire Fong (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**

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, "This is not a drill. We are in a police initiated secure. Go to the nearest room, lock doors, and close blinds. Check and use Catapult to communicate."
- 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.

Ending Police Initiated Secure: " We are clearing the Police Initiated Secure, please go to your evacuation location/continue with your regular day"

#### CCDS HOLD:

- Alert: Administrator or office staff will announce, "This is not a drill. We are in a CCDS Hold. Go to the nearest room, lock doors, and close blinds. Check and use Catapult to communicate"

- 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 or 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.
- Ending CCDS Hold: " We are clearing the CCDS Hold, please go to your evacuation location/continue with your regular day"

#### 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 go to the nearest 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 you are missing a student
- Do not call the office unless absolutely necessary. Instead use the chat feature in Catapult to contact the Site Safety Team
- Playground: Go to the closest building
- Staff in Gym: lock doors
- Lunch area: Go 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 not a drill, evacuate and proceed to your fire evacuation location. Check your Catapult for further instructions."

- Bring the red emergency binder.
- Use 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. If the field is wet, evacuate to blacktop.
- Maintain control of students at a safe distance from fire, fire personnel, and equipment.
- Conduct roll call and mark yourself 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.

(When in doubt, put red out.)

- An ALL CLEAR signal will be given via overhead announcement 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 implement 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 implement 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 evacuation 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 Site Safety Team
- 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 Site Safety Team instructions.
- An "ALL CLEAR" via school all call and Catapult EMS signal will indicate 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

### Adaptations for Students with Disabilities

To ensure success and safety, the core planning team should build on existing social and academic plans for SWDs.

#### Before

-Invite community partners to establish relationships with individual SWDs and their teachers. Ask them to conduct special sessions explaining how to support students and staff members with disabilities during an emergency.

- Make sure that if a student has a service animal (e.g., a Seeing Eye dog), the animal is familiar with as many members of the school staff as possible
- Include short-term accommodations for students with temporary disabilities (such as a broken limb).

- Ensure students who require one-on-one support during an emergency have an assigned adult who is trained on the protocol. Consider the unique communication needs and assistive technology of students, and account for them in the EOP.
- Create a buddy system for students with special needs.
- Account for medication management

#### During

Inform students' peers of their special needs during an emergency only to the extent necessary, being careful to respect and ensure confidentiality about the students and their disabilities.

#### After

Anticipate that students may require unique supports after an event has occurred, especially with transitioning back to a typical school day.

Accommodations required during an emergency may include things such as:

#### -Teach students with disabilities emergency response strategies

- Supervision during transitions; adult one-to-one assigned to student
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Fidget items
- Access to sanitation/handwashing stations and hand sanitizer
- Self-calming strategies taught in advance
- A peer buddy system
- Access to emergency medications (e.g., an asthma inhaler)
- Access to noise-canceling headphones

### Public Agency Use of School Buildings for Emergency Shelters

CCDS will allow 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. CCDS will cooperate with the public agency in furnishing and maintaining the services as they may deem necessary to meet the needs of the community.

### (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)**



#### (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 staff members at that site of documented incidents which, if repeated, could pose a threat to staff members, other students or employees. Staff 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 Student Support Services (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)**

### **(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 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 for their child. 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)**

Students can arrive at school no earlier than 7:45 a.m. and should be dropped off on the Main Campus (TK-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 2:15 p.m. by a parent or other authorized individual. Students must be picked up within 10 minutes of their dismissal time. 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 12:40 p.m. On early release Mondays students in Tk-3rd will be picked up by 1:40 p.m. and in 4th-8th grade will be picked up by 1:55 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 the following policy and requests that students and parents adhere to its procedures 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)**

#### **Goal**

#### **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.	Behavior expectation rotations, staff expectations, refine referral process for MS staff.	Social Emotional and Behavior Handbook	Director of Student Affairs	ongoing

Objectives	Action Steps	Resources	Lead Person	Evaluation
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

#### Goal

#### 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
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Hold staff and community safety meetings	2 safety meetings for staff and community members to provide input	comprehensive safety plan review, Catapult EMS review, drill review	Director of Student Affairs or designee	ongoing

## Goal

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

#### Chico Country Day School Student Conduct Code

#### 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).

The 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.

## **(K) 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.

### **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.

- 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 Learner Profile.

**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) Procedures to Prepare for Active Shooters**

### **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:

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 Incident Commander.

#### 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.

#### 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.

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

### **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.

## **Opioid Prevention and Life-Saving Response Procedures**

It is the policy of CCDS to provide assistance to any person(s) who may be suffering from an opioid overdose following the protocols and procedures of the National Association of School Nurses. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.

An overdose (OD) happens when a toxic amount of a drug, or combination of drugs overwhelms the body. Thousands of people die each year from a drug overdose. They come from all walks of life. Do you recognize the signs and symptoms of overdose? Learn the signs and symptoms of an overdose and how to help prevent an overdose tragedy. The following are signs of an overdose:

Loss of consciousness

Unresponsive to outside stimulus

Awake, but unable to talk

Breathing is very slow and shallow, erratic, or has stopped

For lighter-skinned people, the skin tone turns bluish purple, for darker skinned people, it turns grayish or ashen.

Choking sounds, or a snore-like gurgling noise (sometimes called the "death rattle")

Vomiting

Body is very limp

Face is very pale or clammy

Fingernails and lips turn blue or purplish black

Pulse (heartbeat) is slow, erratic, or not there at all

Narcan packets will be stored in a highly visible location in each school's main office along with the AED, Epi Pen, and First Aid Supplies. Staff who volunteered will receive training through Vector and/or the school nurse. Students learn about the dangers of drugs and addiction through lessons delivered by the counselor, health teacher and staff. Families who approach school staff with drug issues are referred to the counselor for further assistance. Health staff and volunteer staff are trained on how to respond during an overdose.

Procedures:

- Call 9-9-1-1
- Administer Narcan as trained
- If the victim is a student, contact the parent/guardian per school policy
- Complete an Accident/Injury Report
- Facilitate a debriefing with responding staff
- Consider a plan of care for the students' safe return to school

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

CCDS is aware of the laws, policies and procedures that govern the conduct of visitors to the school campus. CCDS uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor and staff, familiar with the student body. 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. CCDS has established a visible means of identification for visitors while on school premises (i.e. visitor stickers). Furthermore, the Director or 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 intending to commit such an act. CCDS has developed a notice for disruptive individuals and, when appropriate, will exercise the authority to remove a visitor or outsider from the campus. CCDS may temporarily withdraw consent for someone to be on campus if they've willfully disrupted it or pose a threat. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

### **Instructional Continuity Plan**

#### **Introduction and Purpose of the Instructional Continuity Plan (ICP)**

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on January 8, 2026 and adopted by Chico Country Day School on January 14,

2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Safety for all students and staff will be the first priority during any emergency. Once safety has been established, CCDS will take the steps necessary to return students to the classroom or implement a remote learning plan in order to minimize the effects on learning loss and social emotional trauma caused by school closures. We will follow the directions of community organizations including law enforcement, public health, and other safety organizations to guide our decisions. The document will be reviewed annually to ensure its continued relevance, effectiveness, and compliance with state requirements.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Chico Country Day School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

#### Communication Protocol

In the event of an emergency requiring school closure, CCDS will send out a message via Parent Square.

Two-way communication will be established within 5 days of an emergency.

If we are not able to use the school communication system we would collaborate with local news outlets (KZFR radio, Action News Now, Chico ER ) to share out communication.

Community resources, including social-emotional support, will be provided through both the one-way and two-way communication protocols.

Families will be kept informed on a daily basis during the emergency and recovery period.

#### Student Engagement Timeline

In-person or remote instruction will be provided within 10 days after the start of an emergency. Strategies may include:

? In-person instruction

? Remote instruction

? Temporary assignment to another school district

#### Extended Closure Plan: Independent Study

In order to meet the requirements of SB 153, all families will complete a Long-Term Independent study agreement at the beginning of the school year. The agreement will allow families to easily pivot to a remote learning/independent study program. For closures that are anticipated to be no longer than 14 days, a short-term independent study plan may be put in place. CCDS Elementary will strive to make independent study programs to at a minimum, meet instructional standards equivalent to those of independent study programs.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ✧ Short messaging service (SMS)
  - ✧ Phone Calls
  - ✧ Email
  - ✧ School Portal
  - ✧ Social Media
  - ✧ Flyers
- Flyers go out every Thursday

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

If we are not able to use the school communication system we would collaborate with local news outlets (KZFR radio, Action News Now, Chico ER ) to share out communication.

Community resources, including social-emotional support, will be provided through both the one-way and two-way communication protocols.

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Student Services- IEP

All student IEP services will be provided as written on the Emergency Circumstances Program page of each student's IEP. Students will also continue to participate in their general education classroom lessons and meetings

## **Access to Instruction**

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Chico Country Day School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

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

Return to Site-Based Learning As conditions allow, CCDS will implement a structured plan for returning to in-person instruction, prioritizing safety and academic recovery. The school will:

- Coordinate with local emergency agencies and public health officials to determine the safest timeline for reopening schools.
- Establish clear conditions that must be met prior to returning to school sites, including:

Evacuation orders lifted  
Power and utilities functioning  
Healthy air quality (below 100 AQI indoors)  
Access to safe and clean water  
Campus is free from debris and hazards  
Internet access or phone lines are connected and functioning  
Staff to cover those affected by the disruption  
Kitchens are operational to provide meals

### *Remote Instruction*

Plans for remote instruction.

As required, Chico Country Day School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

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

- Online Learning Platforms: Instruction will be delivered primarily through Google Classroom, Google Meet, and Aeries

Communication. Other systems could be utilized as needed.

-Curriculum and Instruction: In case of limited internet access, the district will provide hotspots or access through a community partner. Instructional materials will be available digitally, with printed learning packets provided for students who lack access to technology. Printed assignments will be distributed to families by mail or at designated school locations.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

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

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

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Online Learning Platforms: Instruction will be delivered primarily through Google Classroom, Google Meet, and Aeries Communication. Other systems could be utilized as needed.

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Chico Country Day School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

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

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

### **Instructional Continuity**

## Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

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

- Activate an emergency communication page on the district website with a dedicated phone messaging line to provide ongoing updates during an emergency.
- Use Aeries Communication Portal powered by Parent Square to send text messages to parents and certificated staff.
- Utilize CCDS-issued email accounts
- Enable alerts and pop-up notifications on the school website.
- Broadcast critical information via social media platforms and local media.
- Use Aeries Communication for real-time translation to ensure accessibility for non-English-speaking families.
  - Establish emergency contact groups with all public information officers in the county, including the fire, sheriff, police department, and City of Chico.
- Maintain a dedicated information sheet for Emergency Mass Notification System (Media, TV, EMS, Utilities).
- Ensure distribution of Wi-Fi hotspots.
- Register with the Government Emergency Telecommunications Service (GETS) for wireless priority services in the event of a major catastrophe.
- Maintain web hosting services and updates outside of the county area to ensure communication continuity through a partner.
- Keep confidential emergency communication hard copy phone trees for school site
- Utilize Catapult EMS Emergency Messaging as a backup if Aeries Communication is unavailable.
- Store emergency procedures in Catapult Emergency Management System,

## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

CCDS is committed to ensuring that students and staff have access to the technology and infrastructure necessary to support learning continuity.

CCDS will:

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

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

CCDS will focus on the most essential learning objectives and standards to ensure that students meet academic goals, even during disruptions.

Teachers will adjust instruction to accommodate:



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

## **Access (Equity, Accessibility, and Inclusion)**

### *Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

#### **Equity and Access for All Students**

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

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

#### **Special Education**

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

### *English Learners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

#### **English Learners (EL) and At-Risk Students**

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

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

## **Professional Learning**

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

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

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

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

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

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

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

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

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

## Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

### Site-Based Collaboration

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

- Establish district and site-based emergency response teams to coordinate planning and response efforts.
- Encourage teacher collaboration to develop and share best practices for remote learning.

- Partner with local agencies, community organizations, and county offices of education to enhance resources and support for students.
- Facilitate collaboration between school sites and stakeholders to share best practices, support networks, and refine instructional strategies through continuous feedback.

### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

#### **Return to Site-Based Learning**

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

CCDS will:

- Coordinate with local emergency agencies and public health officials to determine the safest timeline for reopening schools.
- Establish clear conditions that must be met prior to returning to school sites, including:

Evacuation orders lifted

Power and utilities functioning

Healthy air quality (below 100 AQI indoors)

Access to safe and clean water ? Campus is free from debris and hazards

Internet access or phone lines are connected and functioning

Staff to cover those affected by the disruption

Kitchens are operational to provide meals

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Chico Country Day School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Chico Country Day School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

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

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

CCDS will regularly review and evaluate the Instructional Continuity Plan:

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



## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

**Contact Administration Immediately:** Notify the designated school administrator (superintendent or designee) as soon as officers arrive.

#### Initial Contact Protocol:

The first person to encounter an agent (usually at a reception desk or entry point) must remain calm and follow these steps:

**Ask for Identification:** Politely ask the agent for their name, agency, and badge number.

**Request the Purpose:** Ask why they are at the school

**Do Not Consent to Entry:** Unless they have a judicial warrant, do not invite agents into non-public areas (breakrooms, private offices,). Officers should remain outside of school.

**Request a Warrant:** Ask to see a Judicial Warrant (signed by a judge or court).

**Note:** An administrative warrant (signed by an ICE official) does not grant the right to enter private property without consent.

The designated administrator should meet the agent at the entrance to review their paperwork.

**Scan/Copy the Warrant:** If a warrant is provided, take a photo or make a copy.

**Check for Specifics:** Ensure the warrant contains the correct address, the correct date, and a judge's signature.

**Identify the Scope:** If the warrant is for a specific individual, do not volunteer information about other individuals not named in the document.

#### Immediate Internal Notification

While the agent is at the entrance, the staff member should immediately trigger the Notification Chain:

**Designated Lead:** Notify the Executive Director and Director of Student Affairs immediately.

**Legal Counsel:** Executive Director or designee will contact the organization's attorney

**Human Resources:** (If at a workplace) Notify the HR Director to manage employee records and privacy.

#### Documentation and Debrief

After the encounter, the designated administrator must create a formal record of the event.

**Timeline:** Record the exact time agents arrived and departed.

**Actions Taken:** Document what the agents did, which rooms they entered (if any), and which files they accessed.

**Incident Report:** File a formal report within 24 hours to be kept on record for legal and insurance purposes.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification via Parent Square will be sent to:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

**Mandatory Notification:** Per the SB 98 "SAFE Act," we will immediately notify students, parents, and staff if the presence of immigration enforcement is confirmed on or near our schoolsite. These alerts are designed to prevent panic, provide transparency, and ensure families have the information they need to make the best decisions for their safety.

Immediately upon confirmation—and without including any personally identifiable information—the designated administrator will issue a notice to all students, parents, faculty, and staff via Parent Square.

### Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

At CCDS, the safety and well-being of our students and their families are our highest priorities. In alignment with California Department of Education (CDE) guidelines and state laws AB 49 and SB 98, we are committed to maintaining our campus as a "Safe Haven" a secure, welcoming sanctuary where every student can learn without fear.

**Restricted Campus Access:**

Under AB 49, immigration enforcement officers are prohibited from entering non-public areas of our campus, including classrooms and offices, without a valid judicial warrant or court order signed by a judge. We will not consent to unauthorized access that disrupts the educational environment.

### Privacy Constraint

The notification shall not include any personally identifiable information.

**Privacy of Records:**

We do not collect information regarding the citizenship or immigration status of our students or their families. We will not share student records with immigration authorities unless legally mandated by a judicial subpoena or court order.

### Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Parent Square serves as the school's official emergency alert system to families.

Parent Square is fully compliant with FERPA and COPPA standards, ensuring that all school to home interactions remain protected and professional.

Mass Notifications feature is instant and reliable and will be used to notify CCDS community if it is confirmed an immigration officer was at school.

Two-way messaging is another feature that will be used in Parent Square to directly communicate between parents and the school.

**Real-Time Translation:** To ensure every family can participate, ParentSquare features automatic two-way translation in over 100 languages. You can type a message in your preferred language, and the teacher will receive it in theirs, and vice versa, breaking down barriers to student support.

**User Privacy:** Personal contact details (like your private phone number) are never visible to other parents in group chats or to staff members, maintaining your family's privacy.

Records are maintained from our official school records; you must contact the school office to update your contact information.

Once the office updates your file, ParentSquare will automatically reflect the change within 24 hours. All users must sign in and verify their accounts using the email or phone number the school has on file, adding an extra layer of security to ensure records are up to date.

### Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

### Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

To ensure our safety protocols remain robust and legally compliant, our Immigration Enforcement Notification Plan is subject to mandatory periodic reviews and updates as required by the California Department of Education (CDE) and the California Attorney General.

**Annual Review Cycle:** Our immigration response procedures are integrated into the Comprehensive School Safety Plan (CSSP). As mandated by California Education Code, these plans must be evaluated, amended, and re-adopted by the School Safety Planning Committee and the Governing Board annually by March 1.

**Triggered Evaluations:** In addition to the annual review, our plan will be re-evaluated under the following conditions:

**Legislative Changes:** If the California Attorney General updates the "Model Policies for Responding to Immigration Issues" (the last major update occurred in December 2025).

**Post-Incident Debrief:** Following any confirmed presence of immigration enforcement on or near a school site, the leadership team will conduct a debrief within 30 days to evaluate the effectiveness of the notification chain and update procedures as needed.

**Ongoing Staff Training:** To maintain the integrity of this plan, front-office personnel and administrators will receive training on these updated protocols at the start of each academic year to ensure immediate and consistent response.

### Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

In accordance with California Education Code and state safety mandates (AB 49 and SB 98), CCDS maintains an updated file of all immigration enforcement notification procedures and comprehensive safety-related materials. We believe that transparency is fundamental to building trust and ensuring the well-being of our community.

**Open Access:** A complete file of our Comprehensive School Safety Plan (CSSP), including specific protocols for responding to immigration enforcement and student notification procedures, is available for public inspection.

These documents can also be accessed at any time during regular business hours at the Front Office upon request. Additionally, a digital version is hosted on our official website at [www.chicocountryday.org](http://www.chicocountryday.org).

**Language Accessibility:** To ensure all families can understand their rights and our safety standards, these materials are available in a language other than English upon request.

**Annual Updates:** The public file is updated no later than March 1st of each year to reflect the most current state laws and local safety assessments.

**Note to the Public:** While safety procedures and general response protocols are public, specific confidential security details (such as floor plans or private emergency contact lists) may be redacted to maintain the physical security of our students and staff.

### State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Our Immigration Enforcement Notification Plan is developed and maintained in strict accordance with the State of California's guidance for Comprehensive School Safety Plans (CSSP). To ensure our protocols meet the highest safety standards, this plan is cross-referenced with the official compliance checklist provided by the California Department of Education.



## Procedures Regarding Pupil Smartphone Use During Emergencies

Currently being developed

## Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Currently being developed

## Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Currently being developed

## **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.

## Emergency Contact Numbers

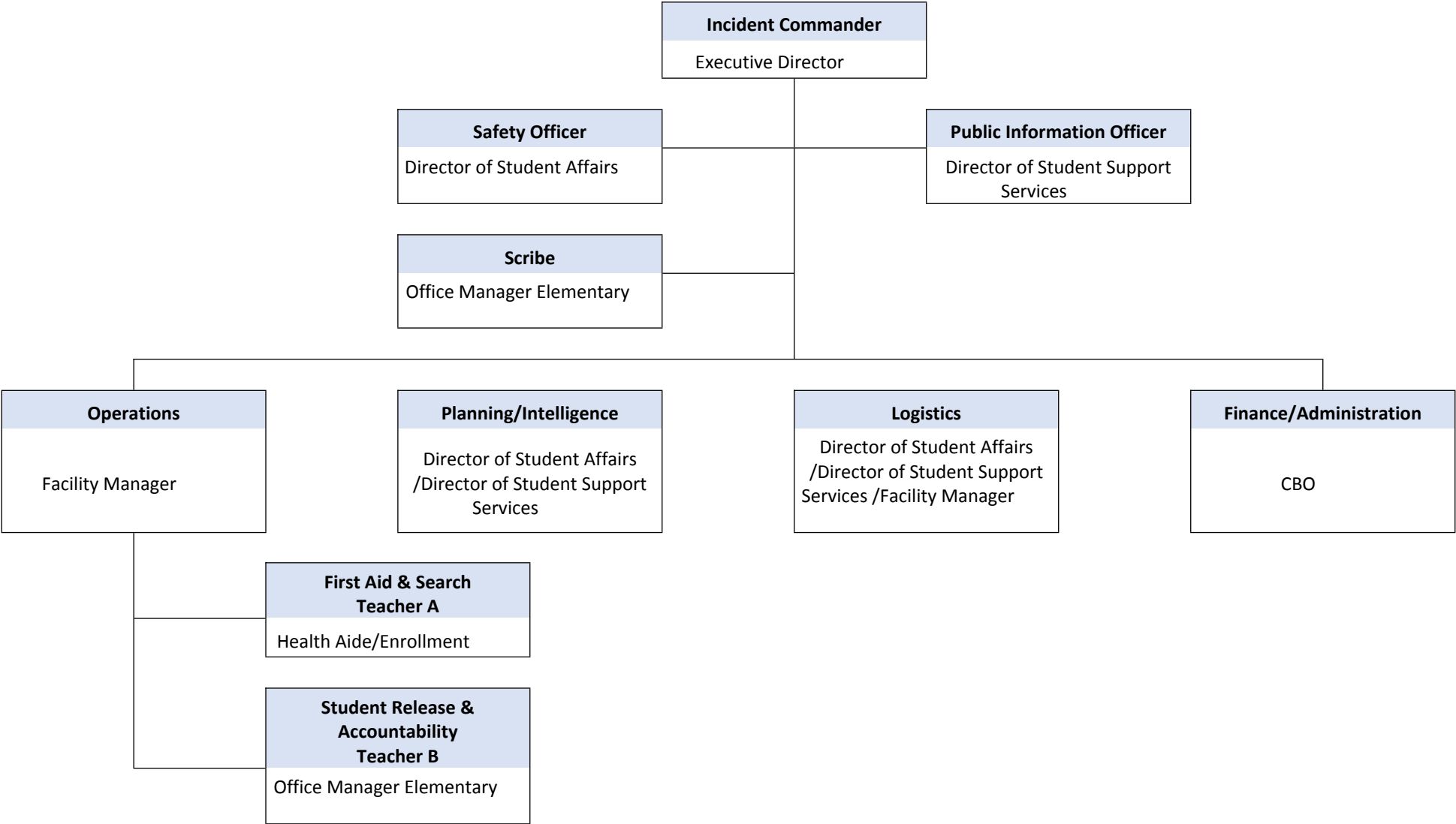
### Utilities, Responders and Communication Resources

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	

## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Safety Report by Breck Wright, Director of School Safety & Security, BCOE	10/8/2025	Board Meeting Presentation
Staff Safety Survey	11/18/2025	Staff survey
Coffee with Wendy community meeting focused on School Safety	12/12/25	Community Meeting
Committee Review of plan	11/18/2025	Chico Country Day School
Board Approval	1/14/2026	Chico Country Day School

Chico Country Day School Incident Command System



## **Incident Command Team Responsibilities**

### **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. SEMS consists of five functions:

[https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/Standardized-Emergency-Management-System\\_Part4.pdf](https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/Standardized-Emergency-Management-System_Part4.pdf)

#### **Management**

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.

#### **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.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

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

#### **Finance & Administration**

Finance & Administration 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 Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

Incident Commander will be notified of the emergency.

### Step Two: Identify the Level of Emergency

Incident Team will identify the appropriate emergency response.

### Step Three: Determine the Immediate Response Action

Incident Team will initiate the appropriate emergency response.

### Step Four: Communicate the Appropriate Response Action

Incident Team will communicate the response to stakeholders as needed.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### **Evacuation**

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 CCDS HOLD will initiate.

-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.

### **Animal Disturbance**

#### **Evacuate**

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 CCDS HOLD will initiate.

-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.

### **Armed Assault on Campus**

#### **Active Shooter/Armed Intruder**

An active shooter or armed intruder on school property involves one or more individuals 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 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
3. 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.
4. Counter: If you are in immediate danger, you have the option to use whatever counter strategies are necessary. This may include any and all forms of resistance to the threat.
5. 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.
6. Unless evacuating, rooms in lockdown shall remain secured until given the "ALL CLEAR" by the Incident Commander/law enforcement.
7. 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.

#### High Intensity Drills

CCDS does not conduct high-intensity drills that simulate active assailant incidents.

These include:

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

#### Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, CCDS ensures:

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

### Biological or Chemical Release

#### Evacuation

A CCDS HOLD will initiate.

- 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.

## **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. 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.
5. CALL 911 immediately. Answer all questions asked of you. Follow any instructions given by the 911 operator.
6. Contact your immediate supervisor
7. 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.
8. Complete an incident report form and forward it to your immediate supervisor.

ASK.....

WHEN will the device explode?

WHERE is the device? 3. WHAT kind of device is it?

WHAT does it look like?

WHY did you place the device?

WHO are you?

Try to keep the caller on the line as long as possible. Take notes while you are talking.

Attempt to note.....

Time of call

Exact words of caller 52

Male or female sounding voice

Is there a detectable accent

Voice tone, pitch, meter

Speech skills, inflections

Is the voice familiar

Background noise

Time the call is terminated

DO NOT TOUCH SUSPICIOUS OBJECTS

DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.

DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS

## **Bus Disaster**

Not applicable

## **Cardiac Arrest**

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.

### 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 access to the school and staff 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.

#### Inside school staff actions:

- Report disruptive circumstances to the administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement. Stay away from windows and exterior doors.

#### Outside of school actions:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms.
- Cancel all outside activities.

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

3. The administrator or office staff will announce "Evacuate to ....." over the PA and Catapult EMS. 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.

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.

### **Explosion or Risk Of Explosion**

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

#### **SITE ADMINISTRATOR:**

- Determine whether site evacuation should be implemented. Utilize Catapult EMS system to notify staff about the threat. Use PA to initiate EVACUATION. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if student release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

#### **STAFF ACTIONS:**

- Initiate DROP, COVER AND HOLD. Remain in building.
- If explosion occurred inside the school building, EVACUATE to outdoor evacuation location ( fence by parking area or blacktop) Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Upon arrival at the evacuation area, check attendance. Report status via Catapult EMS messaging system
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If an explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from the site of the explosion.

### **Extreme Weather**

#### **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.

## Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact parents for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.

### Staff Actions:

If necessary evacuate:

1. Teachers and staff will wait for an all call “ This is a fire, evacuate to .....” and Catapult EMS message
2. Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
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. Take attendance via Catapult EMS at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel. 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.)
7. Remain with students until the building has been inspected and it has been determined safe to return.
8. An ALL CLEAR signal will be given, indicating that conditions are safe to return to classrooms

## Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

1. Sound the school alarm
2. Teachers and staff will wait for an all call “ This is a fire, evacuate to .....” and Catapult EMS message
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 via Catapult EMS 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**

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.

### **ADMINISTRATOR ACTIONS:**

- Utilize Catapult EMS system to notify staff about the threat.
- Issue STAND BY instruction. Determine if evacuation is required.
- Issue Off Site Evacuation instruction if students will be evacuated to a safer location
- Send communication to parents regarding intent to evacuate and reunification process
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so

### **Staff Actions**

- If warranted, EVACUATE students using evacuation plan sent out via Catapult EMS
- Take emergency binder.. Take attendance before leaving the campus via Catapult EMS.
- Remain with students throughout the evacuation process.
  - Upon arrival at the safe site, take attendance again
- Report any missing students via Catapult EMS messaging feature
- Do not return to school building until it has been inspected and determined safe by property authorities.

## **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the administrator designee immediately
2. Utilize Catapult EMS system to notify staff about the threat.
3. Upon notice of loss of utilities, the administrator designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
4. The administrator designee will notify the appropriate utility company and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the administrator designee
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

## **Motor Vehicle Crash**

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure. 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.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Utilize Catapult EMS system to notify staff about the threat.
- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.

#### STAFF ACTIONS:

- Notify site administrator and report using Catapult EMS
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene.
- Take attendance at the assembly area.
- Report missing students via Catapult EMS messaging feature
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

## Pandemic

### Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meet the emotional and psychological needs of students and staff.

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.

#### SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students; however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services. When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

### Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses. 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.

#### Administrative actions

Call 911.

Isolate suspected contaminated food/water to prevent consumption.

Restrict access to the area. Maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

#### Staff

Notify site administrator.

Call the Poison Center Hotline 1-800-222-1222.

Administer first aid as directed by poison information center.

Seek additional medical attention as needed.

#### PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

### Tactical Responses to Criminal Incidents

#### 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.

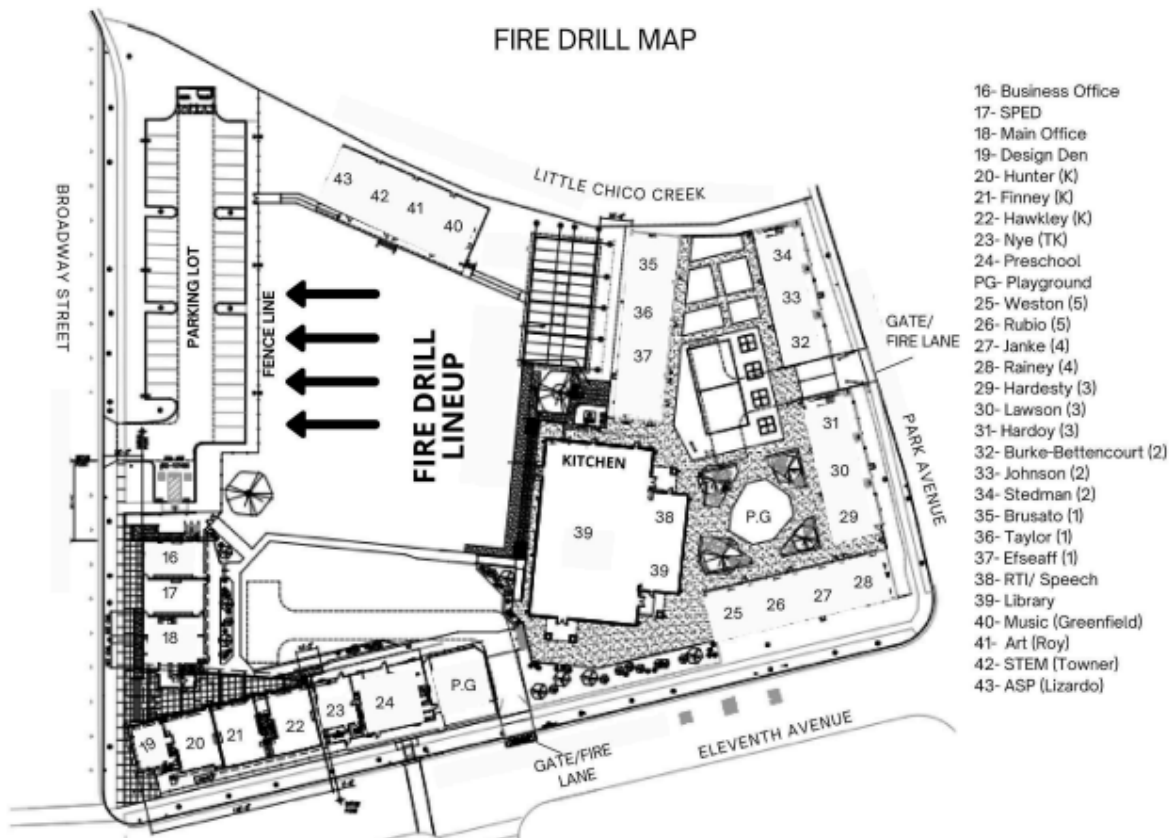
Documenting Absences: Students who participate will receive an unexcused absence in alignment with current attendance practices.

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.





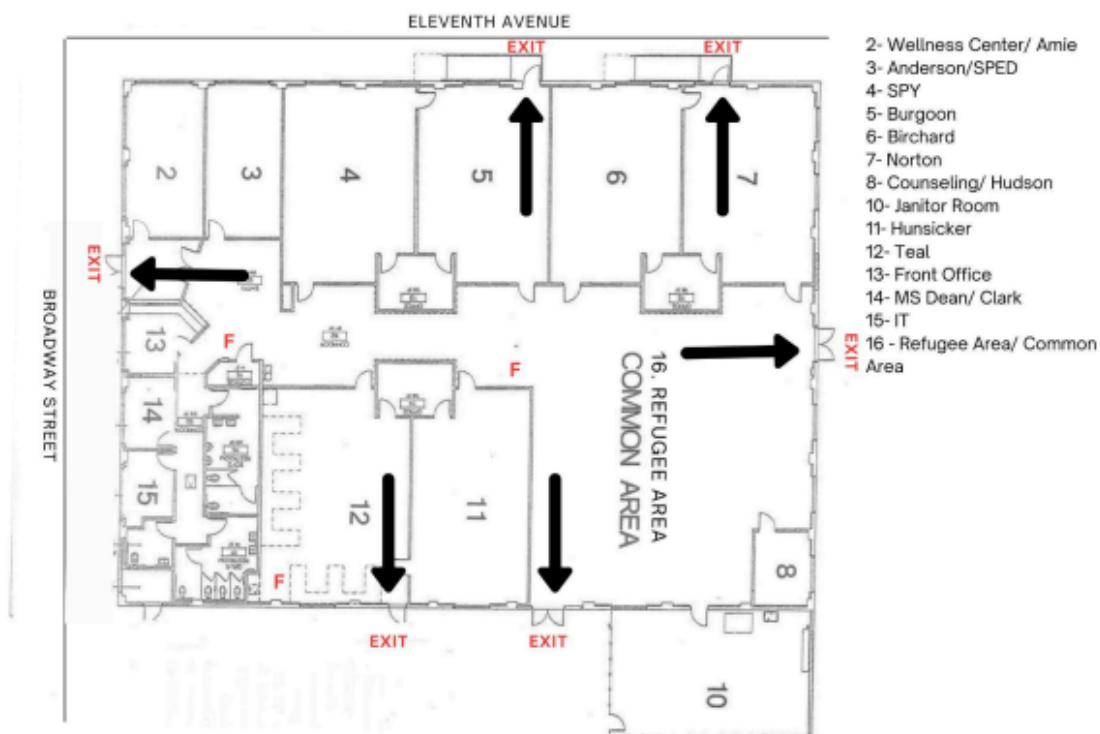
## Emergency Evacuation Map



## EVACUATION MAP - MIDDLE SCHOOL CAMPUS

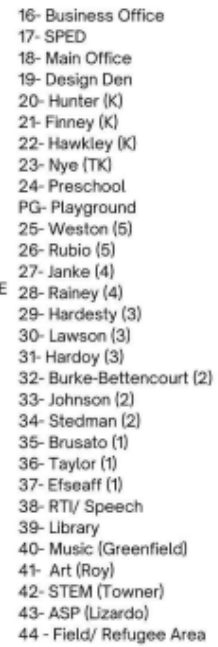
DEPENDING ON LOCATION OF THREAT:

- EVACUATE THROUGH CLOSEST EXIT
- PROCEED TO RELOCATION SITE



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## CCDS INCIDENT COMMAND SYSTEM

