

COMPREHENSIVE SCHOOL SAFETY PLAN

2024-25



LIGHTHOUSE

CHARTER SCHOOL

Lighthouse Charter School
899 Bryte Avenue
West Sacramento, CA 95605

Comprehensive School Safety Plan

2024 - 2025 School Year

School: Lighthouse Charter School

CDS Code: 57726940131706

District: River Charter School

Address: 899 Bryte Avenue West Sacramento, CA 95605

Date of Adoption:

The Comprehensive School Safety Plan was originally approved by the River Charter School Board on January 27, 2025. The Learning Continuity Plan was discussed and finalized on 4/30/2025 by the LCS Safety Committee. The Comprehensive Safety Plan was re-approved by the RCS Board on May 5, 2025.




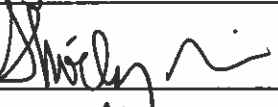
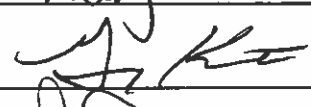
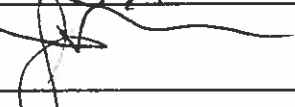


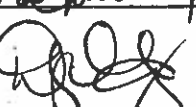

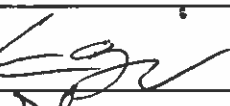

Name	Title	Signature	Date	4/30/2025
Kara Schene	Principal		1/16/25	KS
Roxanna Villasenor	Superintendent		1/22/2025	
Patty Reichow	LCS Office Admin		1/16/25	PR
Shirley Gibbons	Behavior Support		1/16/25	SG
Gary Kornyta	Teacher		1/16/25	GJK
AJ Adams	Teacher		1/28/25	AA
Dushawn White	Counselor		1/16/25	DW
Michelle King	Classified + Parent		1/16/25	MK
Denny George	LCS Safety Team + Parent		1/28/25	DG
LEX Egbert	First Responder	SEE NEXT PAGE		
Amelia Villanueva	Assistant Principal		1/16/25	
Egor Mikhaylovskiy	Parent		1/28/25	
David Solomon	Teacher		1/16/25	DS

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	7
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	8
(E) Sexual Harassment Policies (EC 212.6 [b]).....	9
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	9
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	10
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	10
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	16
(K) Hate Crime Reporting Procedures and Policies.....	17
(J) Procedures to Prepare for Active Shooters.....	18
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	18
Opioid Prevention and Life-Saving Response Procedures.....	18
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	19
Instructional Continuity Plan.....	21
Safety Plan Review, Evaluation and Amendment Procedures.....	26
Safety Plan Appendices.....	27
Emergency Contact Numbers.....	28
Safety Plan Review, Evaluation and Amendment Procedures.....	29
Lighthouse Charter School Incident Command System.....	30
Incident Command Team Responsibilities.....	32
Emergency Response Guidelines.....	33
Step One: Identify the Type of Emergency.....	33
Step Two: Identify the Level of Emergency.....	33
Step Three: Determine the Immediate Response Action.....	33

Step Four: Communicate the Appropriate Response Action33

Types of Emergencies & Specific Procedures.....34

 Aircraft Crash34

 Animal Disturbance.....34

 Armed Assault on Campus34

 Biological or Chemical Release.....35

 Bomb Threat/ Threat Of violence36

 Bus Disaster.....39

 Disorderly Conduct39

 Earthquake39

 Explosion or Risk Of Explosion40

 Fire in Surrounding Area40

 Fire on School Grounds40

 Flooding41

 Loss or Failure Of Utilities41

 Motor Vehicle Crash42

 Pandemic43

 Psychological Trauma.....43

 Suspected Contamination of Food or Water43

 Tactical Responses to Criminal Incidents43

 Unlawful Demonstration or Walkout.....43

Emergency Evacuation Map.....44

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

Assessment of school crime committed on school campuses and at school-related functions

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

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

A copy of the Comprehensive School Safety Plan is available for review at Lighthouse Charter School Office.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school, district and community members work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School leaders must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to *STAY CALM* since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Lighthouse Charter School Safety Committee

Roxanna Villaseñor, Superintendent RCS
Kara Schene, LCS Principal
Amelia Villanueva, Assistant Principal
Dushawn White, Counselor
Shirley Gibbons, Lead Behavior Support
AJ Adams, LCS Teacher (Middle School)
Gary Korynta, LCS Teacher (Middle School)
David Soloman, LCS Teacher (Middle School)
Denny George, Parent + Classified
Michelle King, Parent + Classified
Egor Mikhaylovskiy, Parent

Assessment of School Safety

Regular review and assessment of the current safety needs will be conducted regularly. A parent, staff and student survey was conducted this year to gather feedback. This information was also incorporated to seek input from our stakeholders on the safety of our school. We had over 243 students, 23 staff and 64 parent responses to the Safety Survey. This year our Student Leadership sat to discuss the feedback from the student survey, as this information was shared with staff and parents. We have updated our Drill schedule to meet the federal guidelines for Fire Drill, Lock Down Drill and Earthquake drills. In August of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. As a staff at the beginning of the year completed a self reflection on safety protocols on campus and how we as a staff can maintain the effectiveness of our safety policies. At Back to School Night, our safety protocols were shared with our families. Our Student Council will work to develop action steps in reflection of our student safety reports from the survey.

From here we plan to:

Identify wins that will have an immediate impact: over 86% of our parents feel their children are safe at school, 82% of our students and 99% of our staff responded they feel safe at school.

Develop an action plan on the key issues that we need to improve on from the survey results and walkthrough audits with local first responders

Follow through and communicate functional and team results to the RCS Board, parents and staff

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

River Charter Schools are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies (Yolo & Sacramento County Police Department, Yolo & Sacramento Fire Department)
- Consultation with risk management specialists (Cal OSHA)
- Continuing education and training of school staff (ALICE, CPR, Bullying Prevention & Intervention, Restorative Practices)
- Inspections and evaluations of school facilities (Cal-OSHA Evaluation Process/Protocol)
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan (Yearly review of plan(activities) done by school site safety/SSC teams)

Such strategies will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

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

School district employees are mandated reporters and shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Sacramento and Yolo County Child Welfare Services or Sacramento, West Sacramento, and Yolo Police Department. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**Disaster Plan (See Appendix C-F)**

The following BP and ARs give information on our disaster procedures. In addition, each site's crisis team has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has an Emergency Classroom Flip Chart which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

Adaptations for Students with Disabilities**Public Agency Use of School Buildings for Emergency Shelters**

The school site is available to governmental agencies such as law enforcement and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of this form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to a school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

The parent/legal guardians were given the River Charter Schools Standards of Behavior at the start of the school year. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Executive Director of Student Support or designee. The Executive Director of Student Support or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

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

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Police Department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the Director of Human Resources.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3- complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in River Charter Schools.

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

River Charter Schools Dress Code Policy

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.)
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form.
3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities.
4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school.
5. Undergarments/underwear must be covered at all times.
6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless.
7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending.

Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include changing into clothes provided by the school or in certain circumstances being sent home to change. All corrective actions will be reported to parents/guardians.

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

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

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

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Develop and update Safety Plans	Timeline with clear expectations of Principals. Safety Advisory and Student Input.	Principal of School Site Safety Team	Governing Board Review & Approve Safety Plans during the 2024-2025 school year (by March 1).
Provide ALICE Training to all school sites, district departments and central office staff.	ALICE Training Annually	Time during pre-service days Local First Responders	River Charter Schools Leadership	Individual School Site Sign-In Sheets
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Fire- Monthly Lock Down- Quarterly Earthquake Drills - Annually	Scheduled Days throughout the school year.	Principal of School Site	2024-2025 Emergency Drill Documentation
Provide Staff Development for Roles/Responsibilities during site emergencies.	Develop Roles and Responsibilities, Tasks Provide Calendar of Training Dates	Time during Staff Meetings	Principal of School Site Site Safety Team	CSSP Plan Incident Command Structure District/Site Emergency Procedures (PA system)
Update and maintain surveillance, bell, PA and Fire Alarm Systems.	Fire Alarm Systems. Test and maintain systems at regular intervals	Scheduled Visits for this evaluation	River Charter Schools Leadership	2024-2025 Quarterly Review
Communicate to families (ie: family safety nights and PS messages immediate after drills)	Schedule Family Safety information events	Booklets (upon request) Post on website	Principal of School Site Site Safety Team	Sign-In Sheets Surveys

Component:

Safe School Culture - Students

Element:

Creating a school culture that promotes positive school-wide behaviors and safety.

Opportunity for Improvement:

Continue to refine the use of tiered interventions in support of all students

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Improve student behavior by implementing our school wide PBIS program which is implemented school wide and monitored by PBIS committee and site Administration</p>	<p>All staff will implement use of Loot, tokens or sticker incentive to assist with monitoring positive behaviors on campus, Loot raffle (Trimester), Principal lunch. Morning announcements for the whole class Loot awards.</p>	<p>Loot, class stickers, student Loot store, class store, student survey of items they would like to earn, student incentives and rewards, SWIS data</p>	<p>PBIS/Discipline Leadership Site Administration</p>	<p>204-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), student survey (PBIS and Loot effectiveness)</p>
<p>Continue with student leadership: Student Council. Expand to grade level representatives 5th-8th grades.</p>	<p>Select and train students to become Leaders on campus through Buddy Classes and training on campus while creating and fostering a positive climate (Self Managers, recycling, student council, mentoring etc.)</p>	<p>Weekly check ins, power points, copies and shared PBIS lessons, Character Trait focus. Awards given each month for outstanding character trait nominees.</p>	<p>Student Leadership Chairperson, PBIS/Discipline Leadership, Teachers, Art teacher, Music Teacher(s), Counselor</p>	<p>2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), Buddy Class Reflection/Exit/PBL Attendance and notes from Student Leadership meetings each month.</p>
<p>Monthly, public celebrations and recognition of Character Trait, attendance and academic achievement at student assemblies</p>	<p>Trimester Awards Assemblies TK-8 Grade with parent participation Parent Square & Social Media messages/newsletters</p>	<p>Certificates Student recognition and incentives Principal lunches Awards given each month for outstanding character trait nominees.</p>	<p>Classroom teachers Trimester Award Committee Administration Counselor</p>	<p>2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS)</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote positive attendance and student engagement at school	All staff will work to encourage and support student attendance. Teachers are encouraged to make weekly positive parent phone calls home. Administrator makes calls to celebrate students with their families, provide HERO lunches, Home visits to encourage school attendance and Champion parents/students, WE ARE ALL HERE campaign, Buddy Classes help with attendance campaign with all stakeholders, Clear process for attendance policy and SARB/SART "STELLAR ATTENDANCE" campaign (every two weeks) - Individual Weekly Attendance Awards for classes with "GREAT ATTENDANCE"	Monitor monthly attendance, reach out and make daily phone calls, certificates and attendance incentives, Schedules, Partnership with Hop Skip Drive Announce "STELLAR ATTENDANCE" awards over PA in the morning each week.	Administrator, office staff, Counselor, RCS Cabinet support (SARB/SART), SWEAT Coaches, Sp Ed Program Specialist, Student Leadership	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), ADA, Students receiving HERO lunches, CA Dashboard improvements Count of "STELLAR ATTENDANCE" award winners every two weeks.
Create a positive work culture and climate among staff. Bucket Filling	Create ways to celebrate and recognize staff monthly, to be inclusive of classified and certificated staff. Weekly Bulletin shoutouts Sunshine planning staff events Bi-Weekly check-in surveys sent to staff	Monthly Staff shout outs for staff to nominate a staff member to recognize, fostering a positive working environment.	Administration and staff	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS) Survey results Attendance for school/staff functions
Create a positive work culture and climate among staff and students	Create ways to celebrate school pride weekly, with classified and certificated staff, wearing school t-shirts promoting dual immersion culture, create a system for positive affirmations.	Shout outs to staff in staff meetings and in weekly bulletin. Staff can recognize a fellow colleague, books/study guide and discussion guide.	Administration and staff	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI (MTSS & PBIS), Surveys/Culture audits Groups/discussion

Component:

Safe School through MTSS and Staff Training

Element:

Creating and maintaining academic and social emotional support systems.

Opportunity for Improvement:

Increase opportunities for stakeholder engagement

Objectives	Action Steps	Resources	Lead Person	Evaluation
To improve home and school communication	We Are Here Campaign, attendance letters & calls, ParentSquare communications Home Visits	Supplies for celebrations, newsletters and translations. Inc	Administration Counselor	2024-25 Year End and/or Monthly Evaluation Review TFI Attendance Rates
Shared Vision	Parent Advisory Meetings (PAC), Student Leadership meetings, leadership committees, LCS Events planned and executed and all subcommittees	Weekly Communications on Parent Square which get posted on site, email to families, all calls, emails and update Marquis weekly.	All staff Parent Teacher Club (PTC)	2024-25 Year End and/or Monthly Evaluation Review TFI Participation rate for planning committees Attendance for LCS Events Record of home visits Discipline data
Increase staff morale, shared vision and mission	Create ways to celebrate and recognize staff monthly, to be inclusive of classified and certificated staff. Weekly Bulletin shoutouts (Admin) Staff bucket filling/positive recognition Step-In/Out (peer visits to each other classes - vertical articulation)	Monthly Staff shout outs for staff to nominate a staff member to recognize, fostering a positive working environment.	Administration All staff	2024-25 Year End and/or Monthly Evaluation Review TFI Agendas Staff Survey Step-In/Out reflection/feedback
To improve student relations and decrease disciplinary concerns campus wide.	Work on providing Restorative Practices to work on establishing relationships with students. Provide support and training as needed to staff on Restorative Practices and proactive strategies	Resources (via email, copies or books), SWIS data, Step Step	PBIS/Discipline Leadership, Administrator Counselor	2024-25 Year End and/or Monthly Evaluation Review TFI Training logs Walk-throughs
To improve relationships school wide, working on social emotional learning (students and staff)	Provide support and professional development on social emotional learning and strategies to implement in classrooms.	School counselor Second Step	Administration All staff Counselor	2024-25 Year End and/or Monthly Evaluation Review TFI
To increase and support PBIS and student character traits	Provide support and professional development on de escalation strategies, positive intent, proactive strategies, and active supervision	SELPA training materials, PRIM manuals	Administration PBIS/Discipline Committee Counselor Lead Classified	2024-25 Year End and/or Monthly Evaluation Review TFI

To increase student engagement and attendance.	We Are Here Campaign, attendance letters & calls, ParentSquare communications "STELLAR ATTENDANCE" campaign Home Visits	Monitor monthly attendance, reach out and make daily phone calls, certificates and attendance incentives	Administration All staff	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI Counts for "STELLAR ATTENDANCE" Count for "Weekly Attendance" for classes
To increase student leadership on campus	Meet with teacher advisors and student council. Students will write persuasive essays demonstrating their leadership skills. Increase student representation grades (5th-8th) - nominated by Student Leadership Board.	Weekly check-ins	Student Leadership Administration	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI Student Leadership attendance logs + notes Execution of student events planned by leadership Attendance at RCS Board Meetings
To increase student input on school culture and climate.	Surveys used during the school year to elicit input from our students.	Weekly check ins Surveys	Student Leadership chairperson(s), Administration Lead Classified Counselor	2024-25 Monthly Evaluation, Reflection/ Review and End of Year Evaluation TFI Survey results Spirit Day participation Planned and executed student events (by Student Leadership)

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

Lighthouse Charter School Student Conduct Code

River Charter School strives to provide a safe and positive school environment which is conducive to learning by setting clear expectations that will be consistently enforced.

Our goals are to:

- Goal 1- Promote belonging for all members of our collaborative school communities
- Goal 2- Transform teaching, learning, and operations in our continuing pursuit of excellence
- Goal 3- Are filled with teams of talented, well trained, adequately supported and caring staff
- Goal 4- Are connected with communities of volunteers, parents and business people to empower students and teachers through partnerships and positive relationships Authentic Connections to the Community
- Goal 5 - Rely upon responsible fiscal planning.

River Charter Schools takes a positive and restorative approach to discipline. Teachers have the primary responsibility for promoting and monitoring appropriate student behavior in the classroom. However, all staff members are responsible for monitoring behavior of students on our campus. By taking a restorative and reflective approach, staff is provided with think sheets, social emotional support and will have a follow up restorative practice training this year.

Before referring a student to the Principal, we believe in conferring with students and contacting parents so that concerted action can be taken to mutually correct the inappropriate behavior pattern of the student.

A referral to the Principal is made when the corrective actions employed by the teachers and support staff fail to effect change in student behavior.

Conduct Code Procedures

Located in School Site Parent/Student Handbook

(K) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(J) Procedures to Prepare for Active Shooters

Active Shooter On School Site
Reportable Incident

Lockdown - Active Shooter

Administrator's Responsibilities:

- Declare a Lockdown - Active Shooter - this is not a drill- identify location if known
- Identify the problem and the location. Secure and isolate the area if possible.
- Call 911.
- Assist the police in locating and identifying possible suspects and victims.
- Provide the police/EMS with emergency information.
- Immediately initiate support services for students and staff through the Student Support Team.
- Call the Superintendent's Office at (916)798-2543

Staff's Responsibilities:

- Stay calm.
- If a shooting occurs while inside school buildings, get to a safe place. DO NOT wait to initiate the lockdown procedure.
- Run, hide, fight
- Close and lock your classroom door after ushering students in the hallway into your room.
- Students should spread out across the room, take cover
- Turn off the lights and remain quiet. Turn tables and desks on their sides to use concealment as needed.
- DO NOT leave your safe location until you are told to do so by law enforcement.
- Do not evacuate a safe location if you hear a fire alarm or other warning.
- Barricade doors
- If a shooting occurs while in open areas (i.e. outside, during lunch or passing periods), assist students in running for cover and getting to a safe place.
- Run in a zig-zag pattern away from the shooting.
- Take cover behind buildings, trees, or other large objects.
- If no cover is available, curl up in a ball o Follow directions given by law enforcement. o Keep others calm. Assess injuries of students/staff with you.
- Keep phone lines open for emergency personnel.
- Wait for the police/EMS responders to arrive.

After Hours' Responsibilities:

- Same as the Administrator's Responsibilities.
- Call 911.
- Assist the police in locating and identifying any possible suspects and victims.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Opioid Prevention and Life-Saving Response Procedures

Protocol									
Reportable									
STEP	1:	EVALUATE	FOR	SIGNS	OF	OPIOID		OVERDOSE	INCIDENT

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

- An essential step is to get someone with medical expertise to see the person as soon as possible.
- If no emergency medical services (EMS) or other trained personnel are on the scene, activate the 911 emergency system immediately.
- All you have to say is "Someone is unresponsive and not breathing."
- Be sure to give a specific address and/or description of your location.
- After calling 911, follow the dispatcher's instructions.
- If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

Response Procedures for Dangerous, Violent, or Unlawful Activities

Recognizing the Levels of Violence and Response

Potential or actual violent situations among employees usually escalate if not defused. Violence and the warning signs that typically occur can usually be identified at three levels. It should be noted that anyone or combination of warning signs at the three levels may be indicative of a potentially violent situation. The following is an attempt to delineate warning signs and the appropriate response. There is no fail-safe way of presenting this information to employees. Employees will have to make a judgment call as to the appropriate action to take by discerning and evaluating the given situation.

Level One (Early Warning Signs)

The person is:

- intimidating/bullying;
- discourteous/disrespectful;
- uncooperative; and/or
- verbally abusive.

Response When Early Warning Signs Occur at Level One

- Observe the behavior in question.
- Report concerns to the site administrator to seek help in assessing/responding to the situation. If the offending person is not an employee nor student, the site administrator is still the appropriate individual to receive and provide initial response.
- Document the observed behavior in question.
- Principal or designee should meet with the offending individual to discuss concerns. Follow these procedures:
- Schedule private time and place.
- Coordinate any necessary union participation.

- Get straight to the point.
- Ask the employee for his or her input.
- Ask the employee what should be done about the behavior.
- Ask how you can help.
- Identify the performance and/or conduct problems that are of concern.
- Identify the steps you would like to see to correct problems.
- Set limits on what is acceptable behavior and performance.
- Establish time frames to make changes and subsequent consequences for failing to correct behavior and/or performance.
- River Charter Schools' policies.

Level Two (Escalation of the Situation)

The person:

- argues with students, staff, or community member;
- refuses to obey agency policies and procedures;
- sabotages equipment and steals property for revenge;
- verbalizes wishes to hurt others or self;
- sends threatening note(s) to others; and/or
- sees self as victimized by staff or students (me against them).

Response When the Situation Has Escalated to Level Two

- If warranted, Call 911 and other appropriate emergency contacts, particularly if the situation requires immediate medical and/or law enforcement personnel.
- Immediately Contact the Principal and, if needed, the principal will contact other appropriate official(s) such as functional area experts to seek help in assessing/responding to the situation.
- If necessary, Secure your own safety and the safety of others, including contacting people who are in danger (make sure emergency numbers for employees are kept up-to-date and accessible).
- Document the observed behavior in question.
- Principal should meet with the individual to discuss concerns and, if appropriate, begin or continue progressive discipline. The supervisor should follow these procedures:
 - Call for assistance in assessing/responding, if needed.
 - Avoid an audience when dealing with the individual.
 - Remain calm, speaking slowly, softly, and clearly.
 - Ask the individual to sit down; see if s/he is able to follow directions.
 - Ask questions relevant to the individual's complaint such as:
 - What can you do to try to support you?
 - What do you hope to gain by committing violence?
 - Why do you believe you need to be violent to achieve that?
 - Try to direct the aggressive tendencies into another kind of behavior so that the individual sees s/he has choices about how to react.

Level Three (Further Escalation – Usually Resulting in an Emergency Response)

- The person displays intense anger resulting in:
 - suicidal threats;
 - physical fights;
 - destruction of property;
 - display of extreme rage; and/or
 - utilization of weapons to harm others.

Response When Situation is a Level Three Emergency

- Any individual observing violent or threatening behavior which poses an immediate danger to persons or property is expected to:
 - Call 911 and other appropriate emergency contacts for that, particularly if the situation requires immediate medical and/or law enforcement personnel.

- Remain Calm and Contact Principal or designee.
- Secure your personal safety first.
- Leave the area if your safety is at risk.
- Cooperate with law enforcement personnel when they have responded to the situation.

Once law enforcement personnel are on the scene, they will assume control of the situation. Witnesses should be prepared to provide a description of the violent or threatening individual, details of what was observed, and the exact location of the incident.

1. Document the observed behavior in question.
2. Principal will contact functional area experts and will follow the procedures described in the Level Two section.

Instructional Continuity Plan

Learning Continuity Plan

Overview

In response to any significant loss and disruption caused by a natural disaster, River Charter Schools (RCS) has developed this Continuity Plan. At the heart of this plan is the goal of returning to in-person instruction as quickly as possible, once RCS meets the required Conditions for Reopening.

This plan assumes that most students will return to in-person instruction on _____, while providing an Emergency Home Learning Plan for those unable to return to campus due to loss of housing or health-related challenges.

Note: Pending Governing Board approval, if weather or infrastructure conditions change and the Conditions for Reopening are no longer met, this plan will still be followed, with adjusted timelines.

Staff Workdays

School Reopens

School Reopening Target Date

If the Conditions for Reopening are met, RCS schools will reopen on _____ for in-person learning, following regular school day schedules.

RCS staff will report to work on _____ to:

- Prepare home learning materials for students unable to attend in person,
- Ready classrooms for instruction, and
- Finalize plans for the student return on _____.

RCS is returning to in-person instruction as the primary mode of education. Students who are able to return to campus are expected to attend in person.

Emergency Home Learning Plan

In response to the recent (disaster), we have developed an Emergency Home Learning Plan running from _____ to _____.

This plan serves students and families in the most affected areas of _____, or those with ongoing health conditions that make a return to campus unsafe.

Students on the home learning plan will continue to access course materials and make academic progress toward their educational goals.

- Families must notify the school attendance office of their expected absence period.
- Attendance will be coded for these _____ school days.
- Students will engage in essential assignments, which will be graded and submitted via Google Classroom.

Packet Pickup and Materials Distribution

- Work packets (for students without reliable internet) will be available for pickup on: _____.
- Teachers will also distribute any required educational materials at that time.

Emergency Home Learning Plan by Grade

TK - Kindergarten

Reading: 20 min – Read aloud or listen to audiobooks (e.g., Storyline Online, EPIC)

Math: 20 min – Practice numbers & math facts (flashcards, dice, manipulatives)

Writing: 10 min – Letter/number/name writing

Enrichment: Legos, puzzles, crafts, playdough, etc.

1st - 2nd Grade

Reading: 30 min – Read or listen to audiobooks with written response

Math: 30 min – Math practice via online curriculum

Writing: 20 min – Daily journal (prompt suggestions provided)

Enrichment: Puzzles, crafts, playdough, etc.

Small group time on zoom (minimum of 1 hour per day)

Enrichment: Independent Science/SS Activities, Art/Music Enrichment

3rd - 4th Grade

SEL morning meeting: check in via zoom

Reading: 20 min – Independent reading or audiobooks

Math: 45 min – if available online learning platform (iReady Personalized Instruction: 1-2 lessons/day and fluency flight)

Writing: 30 min – Daily journal, building sentences, grammar practice, produce graphic organizer (plot) from reading

Enrichment: Building, crafting, creative activities

Zoom/Connect: minimum 1 hour am and 1 hour pm (Math + ELA)

Enrichment: Independent Science/SS Activities, Art/Music Enrichment

5th - 6th Grade

Reading: 60 min – Independent reading or audiobooks

Math: 60 min – practice (morning 10-15 min - facts, foundational skill practice, multiplication and fractions skills to mastery (flashcards, online games) - if available online learning platform (iReady Personalized Instruction)

Writing: 45 min – Daily journal, SEL strategies, Science

Enrichment: Creative hands-on activities

Zoom/Connect: minimum 1 hour am and 1 hour pm (Math + ELA)

Enrichment: Independent Science/SS Activities, Art/Music Enrichment

7th - 8th Grade

Students in grades 7–8 should:

Log into Google Classroom daily

Complete essential assignments posted by each teacher

Submit assignments by posted due dates

Stay engaged to continue academic progress

Enrichment (Art/Music)

Zoom lessons: 30 min/week

Pick up art supplies to continue with at home projects

Pick up instrument if needed

Create YouTube Videos of lessons

Students share Art work of pictures on shared website

Online Resources for All Grades (with Internet Access)

To access Google Classroom:

Visit: <https://clever.com/in/rivercharterschools>

Click “Sign in with Google”

Enter your student’s school email and password

Need help? Submit a tech ticket at RCSIT@rivercharterschools.org

Recommended Apps:

EPIC

Newsela
Readworks
iReady MyPath

Students Away from Campus Beyond _____

If a student remains unable to return after the Emergency Home Learning Plan ends, RCS offers a Short-Term Independent Study Contract (up to 15 school days).

To enroll:

Contact the school attendance office at (916) 744-1212

Attendance clerks will assist in completing the necessary contract documentation

Students with IEPs

Every IEP outlines how a student's IEP services will be delivered in the event of an emergency (such as school closures or other situations covered by Education Code §§ 46392(a) and 41422(a)). If the student cannot attend school in person for more than 10 school days, services will be provided to the extent practicable, taking into account the student's needs, the nature of the emergency, and any applicable policies or public health orders.

The plan lists flexible service delivery options, including:

- Asynchronous lessons (e.g., videos or posted materials)
- Personalized learning tools (digital or printed packets)
- Scheduled email check-ins
- Synchronous virtual class or group meetings
- Scheduled virtual or in-person appointments
- Virtual office hours or drop-ins

These options apply to areas like specialized academic instruction, related services, transition services, extended school year services, and supplementary aids.

Note: This emergency plan is temporary and does not change the student's regular IEP or their free appropriate public education (FAPE) during normal school days. If you have any questions or concerns regarding this matter, please contact Special Education Coordinator, Ashley Sanford, at (916) 744-1212 or (916) 744-1200, or via email at asanford@rivercharterschools.org.

English Language Learner Students

ELD instruction will continue synchronously and asynchronously via approved digital platforms.

Small group virtual ELD sessions will be scheduled to provide personalized support.

Teachers and support staff will conduct regular wellness and engagement check-ins with ELL students and families.

Mental Health Supports

West Sacramento Mental Health and School Age Trauma Resources

In West Sacramento, there are several critical resources available for mental health support, particularly for school-aged children experiencing trauma. Below is a detailed list of these resources:

1. Crisis Support Services

Yolo County Mental Health Access 24/7 Crisis Line: This service provides immediate support for individuals in crisis. If you or someone you know is experiencing a mental health emergency, you can reach out to the crisis line at (888) 965-6647 or use TDD services at (800) 735-2929. This line is available 24/7, ensuring that help is accessible at any time.

2. CommuniCare's Family & Youth Services

Overview: CommuniCare is a prominent provider of mental health services in Yolo County, including the West Sacramento area. They specialize in offering school-based mental health services tailored to meet the unique needs of students facing various challenges.

Services Offered: Their programs include counseling, crisis intervention, and support initiatives aimed at addressing a wide range of mental health issues encountered by children and adolescents. These services are designed to create a supportive environment for youth and facilitate their emotional well-being.

Contact Information: For more information or to access their services, you can contact them at (530) 758-2101 or visit their website

at CommuniCare Health Centers.

3. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is an evidence-based therapeutic model specifically designed to assist children and adolescents who have experienced trauma. This approach integrates cognitive-behavioral, attachment, humanistic, and family therapy principles to address the complex needs of young individuals coping with trauma-related symptoms.

Key Components of TF-CBT

- **Psychoeducation:** One of the first steps in TF-CBT involves educating both the child and their caregivers about trauma and its effects. This helps normalize the child's experiences and reduces feelings of isolation or confusion.
- **Parenting Skills:** Involving parents or guardians is crucial in TF-CBT. The therapy provides them with skills to support their child effectively, fostering a nurturing environment that promotes healing.
- **Cognitive Processing:** Children learn to identify and modify negative thoughts related to their traumatic experiences. This cognitive restructuring helps them develop healthier thought patterns and emotional responses.
- **Emotional Regulation:** TF-CBT teaches children strategies for managing intense emotions, such as anxiety or anger, which can arise from trauma. Techniques may include mindfulness practices and relaxation exercises.
- **Gradual Exposure:** The therapy often includes gradual exposure to trauma reminders in a safe context, helping children confront their fears without becoming overwhelmed.
- **Enhancing Safety:** A significant focus is placed on creating a sense of safety for the child, both physically and emotionally, which is essential for effective healing.

4. CommuniCare's Implementation

CommuniCare Health Centers employs TF-CBT as part of its mental health services aimed at supporting children and adolescents facing trauma-related challenges. By utilizing this structured approach, CommuniCare helps young individuals develop essential coping skills and emotional regulation strategies necessary for overcoming their traumatic experiences.

Contact Information

For more information about TF-CBT services offered by CommuniCare:

Phone: 530-758-2101

Website: CommuniCare Health Centers

5. Elevate Queer Yolo

Elevate Queer Yolo is an organization dedicated to providing specialized support for youth and young adults aged 12 to 26 who identify as part of the LGBTQ+ community. Recognizing the unique challenges faced by LGBTQ+ youth, Elevate Queer Yolo offers advocacy, peer support, and resources tailored specifically for this demographic.

Services Offered

Advocacy: The organization actively works to promote awareness and understanding of LGBTQ+ issues within the community while advocating for policies that support equality and inclusion.

Peer Support Groups: Elevate Queer Yolo facilitates peer-led support groups where young individuals can share their experiences in a safe environment, fostering connection and understanding among participants.

Resource Provision: They provide access to various resources including mental health services, educational materials on LGBTQ+ topics, and information about local events that promote inclusivity.

Workshops & Events: The organization hosts workshops aimed at skill-building in areas such as self-advocacy, resilience training, and navigating social challenges specific to LGBTQ+ youth.

6. Importance of Support for LGBTQ+ Youth

Research indicates that LGBTQ+ youth often face higher rates of mental health issues due to discrimination, stigma, and social isolation[3]. Organizations like Elevate Queer Yolo play a critical role in mitigating these effects by offering supportive environments where young people can thrive without fear of judgment or exclusion.

Contact Information

For more information about Elevate Queer Yolo:

Phone: 530-219-0980

Website: Elevate Queer Yolo

7. Resources for Children's Bereavement and Educational Support

Children's Bereavement Art Group (CBAG)

The Children's Bereavement Art Group (CBAG) is a specialized peer support initiative designed for children aged 4 to 17 who are coping with the loss of a significant person within the past year. This program recognizes that children often struggle to articulate

their grief verbally, and thus provides a creative outlet through art. By engaging in artistic expression, children can explore and communicate their emotions in a safe and supportive environment. The CBAG aims to facilitate healing by allowing participants to share their experiences with peers who understand their pain, thereby fostering emotional resilience during challenging times.

For more information or to get involved, you can contact them at:

Phone: (916) 488-6688

Website: CBAG

8. Educational Resources for Schools

In West Sacramento, various educational resources are available to assist schools in implementing effective mental health programs. These resources typically include comprehensive training for educators on how to recognize signs of trauma among students and provide appropriate interventions. Such training is crucial as it equips teachers and school staff with the necessary skills to identify students who may be struggling emotionally due to various factors, including bereavement or other traumatic experiences. By fostering an understanding of mental health issues within the school environment, these resources aim to create a supportive atmosphere conducive to learning and emotional well-being.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

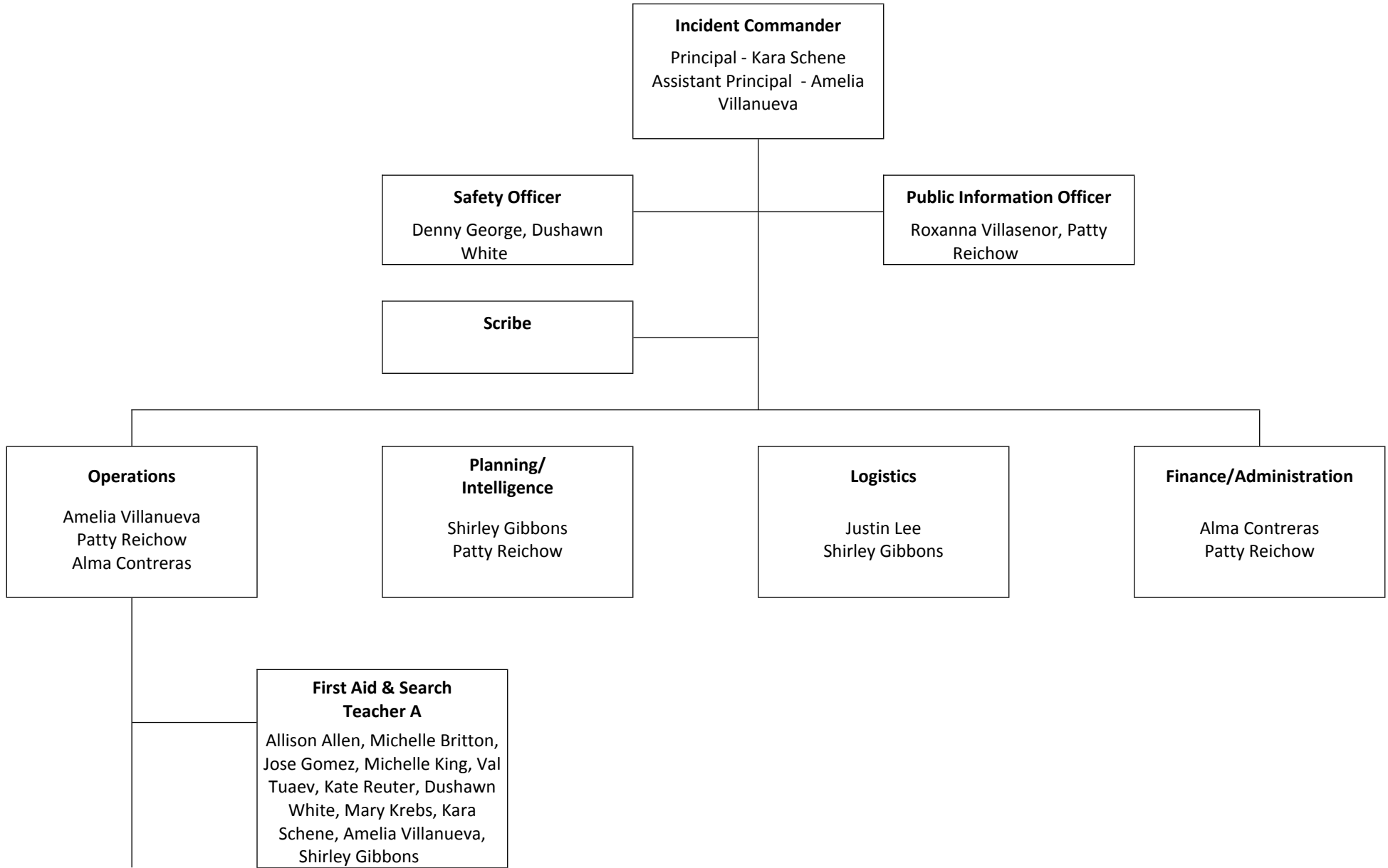
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Yolo County Sheriff Dispatch	(530) 666-8282	
	West Sacramento Police	(916) 372-3375	
	West Sacramento Fire	(916) 617-4600	
	Animal Control	(530) 746-0876	
	Clarksburg Fire Department	(916) 744-1700	
	Poison Control	(800) 222-1222	
	Animal Control	(530) 668-5287	
	Child Protective Services-Yolo County	(530) 669-2345	
	Child Protective Services-Sacramento	(916) 875-5437	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Committee to review plan with staff (classified and certificated) and Safety Team	Quarterly Meetings	Agendas, notes, and Minutes are available for review in the principal's office.
Staff Safety Drills Procedures/Protocols Training	Ongoing-Monthly	Agendas, notes, and Minutes are available for review in the principal's office.
Conduct Safety Drills, Lockdowns, Fire Drills and Earthquake Drills	Ongoing-Monthly	Agendas, notes, and Minutes are available for review in the principal's office.
Debrief Safety Drills with staff	Ongoing	Agendas, notes, and Minutes are available for review in the principal's office.
School Parent Advisory Committee, ELAC and School Safety Teams Committee /Approves Safety Plans	Quarterly	Agendas, notes, and Minutes are available for review in the principal's office.

Lighthouse Charter School Incident Command System



**Student Release &
Accountability
TeacherB**

Jose Gomez, Lindsay Smith,
Michelle King, Shirley Gibbons.
Allison Allen, Alma Contreras,
Madison Dinh, Justin Lee,
Denny George, Nayeli Herrera

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:

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.

Public Information Officer

The role of the Public Information Officer is to serve as the primary contact for anyone who wants information about the incident, including the media, public and parents. The Public Information Officer develops, reviews and coordinates all incident related information and public and agency briefings and releases, as well as communications to staff and students.

Safety Officer

The role of the Safety Officer is to monitor safety conditions and develop measures for assuring the safety of students and staff. The Safety Officer also reports unsafe acts or conditions to the Incident Commander before taking action unless immediate action is necessary to preserve life or property.

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

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Weapons On School Property

Reportable Incident

Reportable Incident

Follow these procedures within the building whenever you know or suspect a student may have a weapon in a locker, car, or anywhere else on school property.

Administrator's Responsibilities:

- Declare a Lockdown - Stay Inside if the situation appears threatening to the safety of students and staff.
- If during school hours contact Dispatch at (916)372-3375 or 911
- If after hours contact Dispatch at (916)372-3375 or call 911
- Principal communicates with the Superintendent (916)798-2543
- Determine if a reasonable suspicion exists to search for a weapon.

Staff's Responsibilities:

- Notify the Administrator.
- Do not attempt to approach or confiscate.

IF A WEAPON IS FOUND, ISOLATE THE AREA AND DO NOT TOUCH THE WEAPON.
POLICE WILL SECURE IT FOR EVIDENCE.

Steps to secure the weapon:

- Cover the weapon - i.e. with a trash can
- Keep people away from the area
- Await further instructions from the Administrator or law enforcement

After Hours' Responsibilities:

- Same as Administrator's Responsibilities.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

Armed Subject, Armed Robbery Or Hostage

Reportable Incident

Follow these procedures within the building whenever a person:

- Has a weapon.
- Says they have a weapon.
- Is holding another person against their will.

Building Moves to "Lockdown" Procedures Immediately

Overall Procedures

- Call 911.
- Notify the Administrator. Relay accurate information.

- Where in the building is the event occurring?
- How many are involved (perpetrators and hostages)?
- What demands, if any, have been made?
- Is anyone injured?
- Render the appropriate assistance.

Administrator's Responsibilities:

- Immediately declare "lockdown."
- Call 911.
- Escort any students in hallways to a safe location.
- Isolate the lockdown area.
- Await the arrival of the emergency responders.
- Provide assistance as needed.
- Coordinate with the police/EMS personnel.
- Call the Superintendent's Office at (916)798-2543
- Mobilize the Crisis Management Team.

Staff's Responsibility:

- If a weapon has been seen, follow the above procedures.
- Close and lock your classroom door.
- Identify missing/additional students, notify administration as possible
- If directed to leave your classroom, take your class record book with you, if possible.
- Do not attempt to contact the office unless you have pertinent information or require immediate medical attention.
- Await further instructions from the Administrator.

After Hour's Responsibilities:

- Same as Administrator's Responsibilities.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

Biological or Chemical Release

Gas Leaks

Reportable Incident

DO NOT OPERATE ELECTRICAL DEVICES OR CELL PHONES.

Administrator's Responsibilities:

- Call 911.
- Contact the Custodian.
- Contact the Maintenance Department to address the problem.
- Do not turn on or off electrical switches, devices or cell phones.
- Evacuate the building immediately.
- Call the Superintendent's Office at (916)798-2543
- If students/staff need to evacuate the campus, request transportation to the designated site.
- Signal "All Clear" when appropriate.

Staff's Responsibilities:

- Notify the Administrator-in-Charge.
- Do not turn on or off electrical switches, devices or cell phones.
- Evacuate the building immediately.
- Await further instructions.
- When the "All Clear" is announced, re-occupy the building.

After Hours' Responsibilities:

- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.
- Do not turn on or off electrical switches, devices or cell phones.
- Ventilate the area via opening windows/doors.
- Assist the gas company in the location of the leak.
- Keep the building Administrator advised of the situation.

Bomb Threat/ Threat Of violence

Bomb Threat Procedures (Device Located)
Reportable Incident

Overall Procedures:

- Upon discovery of a suspicious device, immediately notify the Administrator.
- If a device is located in a classroom, immediately and calmly evacuate.

UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE DEVICE.

TURN OFF CELL PHONES OR ELECTRONIC DEVICES
THEY CAN ACTIVATE EXPLOSIVE DEVICES.

Administrator's Responsibilities:

- Upon notification of a device located:
- Don't forget, there may be more than one device.
- Call 911; use only landlines.
- Call the Superintendent's Office at (916)798-2543

Staff's Responsibilities:

- Call school office on school telephone, not a cell phone.
- Wait for a decision on whether to lockdown or evacuate.
- If lockdown is ordered, follow lockdown procedures.
- If evacuation is ordered, follow evacuation procedures as directed by the Administrator.
- Staff should look for and report all suspicious objects to the Administrator immediately.
- Once evacuated, stay in your designated areas until you are told it is safe to return to the building.

After Hour's Responsibilities:

- Same as Administrator's Responsibilities except do not call the District Office.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

BOMB THREAT CHECKLIST (IF RECEIVED VIA PHONE)
Reportable Incident

Bomb Threat Checklist (Phone)

- Stay Calm. Take a deep breath and focus on what the caller says.
- Keep the caller on the phone as long as possible.
- Ask the questions in the bomb threat checklist, at right.
- Complete the Bomb Threat Checklist on this page.
- Immediately contact the designated Administrator who will call 911.
- Cell phones and electronic devices must not be used. They can trigger some types of bombs.

- DO NOT TOUCH anything suspicious.
- Lockdown the building according to instructions from your Administrator.

Bomb Threat Checklist (Phone)

(Make copies of this page for reporting purposes and retain a copy for school files.)

Date of call:

Exact time of call:

Exact words of caller:

Person receiving call:

Telephone number call received at:

QUESTIONS TO ASK CALLER:

When is the bomb going to explode? _____ a.m./p.m.

Where is the bomb?

What does the bomb look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb? Yes/No

Why?

Where are you calling from?

What is your address?

What is your name?

BACKGROUND SOUNDS

Use back of form to describe sounds.

Street noises

Factory Machinery

Phone Booth

Animal Noises

Voices

Clear

PA System

Static

Music

House noises

Long distance

Local call

Office machinery

Motor

Other:

CALLER'S VOICE:

If voice is familiar, whom did it sound like?

Male

Female

Age

Age: _____

Accent

Well Spoken (educated)

Incoherent

Taped

Foul Language

Irrational

THREAT LANGUAGE:

Message scripted by threat maker

Normal

Calm

Slow

Rapid

Angry

Stressed

Sincere

Crying

Giggling

Loud

Slurred

Stutter

Deep

Broken

Other: _____

Bus Disaster

Disorderly Conduct

Earthquake

Reportable Incident

Administrator's Responsibilities:

- Evacuate with an Emergency bucket/bag to the evacuation meeting site.
- Initiate components of the Incident Command System as needed (maintenance/security, search and locate, first-aid, etc. as necessary for the severity of the situation).
- Account for all students and staff to the incident commander, detailing missing or injured students/staff.
- Call 911 for students/staff with injuries.
- Call the Superintendent's Office at (916)798-2543
- Work with local fire, police agencies to secure the scene, if needed.

Staff's Responsibilities:

- Instruct students to protect their face and head from flying debris with arms, coats, books, etc.
- Take cover under a desk or table.
- Stay in position until the building tremors and/or flying debris ceases.
- When the earthquake tremors stop, assess student/staff injuries.
- If necessary, call 911 and administer first-aid until help arrives.
- Remain calm.
- If the fire alarm sounds or is advised by the school administrator, evacuate a safe distance from the building, following standard evacuation procedures.
- Students who are injured and cannot be moved should be left in the classroom.
- Teachers should remain with the injured students, having a "buddy" teacher take their class to the evacuation point.
- Do not allow students to re-enter an area after being evacuated.
- All missing or injured students should be reported to the school administrator and the evacuation meeting sites.

After Hours' Responsibilities:

- Document and report incident.
- Have victims complete an Incident Report Form.
- If physical injury occurred, assist with first-aid, if needed and call police.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

Explosion or Risk Of Explosion

Fire in Surrounding Area

Fire on School Grounds

Reportable Incident

Administrator's Responsibilities:

- Evacuate the building by using the fire alarm.
- Call 911; give the specific location, if known.
- Determine if students/staff need to evacuate campus, request transportation to the designated site.
- Call the Superintendent's Office at (916)798-2543
- Clear exterior access to the building for emergency personnel.
- Assist the fire department with locating the utilities.
- Ensure the building is evacuated.
- Signal an "All Clear" when appropriate.

Staff's Responsibilities:

- Close windows and doors; Keep Door Locked.
- Be alert to assist any student with a disability, if needed.
- Evacuate students quietly and in an orderly fashion.
- Bring Emergency Response Flipchart and class roster.
- Report to your designated area and call roll; utilize missing students form.
- Report any missing students to the Administrator.
- Return to the building only after the building Administrator or fire department gives the "All Clear" signal.

After Hours' Responsibilities:

- Evacuate the building by using the fire alarm.
- Call 911; give a specific location, if known.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.
- Assist the fire department in locating the utilities (If appropriate)
- Ensure the building has been evacuated.
- Reoccupy the building when given an "All Clear."

NOTE:

- If arson is suspected, inform the responding police/fire personnel.
- Assist the police/fire department.
- Help locate any possible suspect and/or witness(es).
- If the fire was extinguished, still report the fire to the fire department for investigation.

Flooding

Severe Weather/Flooding

Administrator's Responsibilities:

- Administrators should monitor developing weather conditions.
- If conditions warrant, the following protective measures should be taken:
- Determine whether any utilities need to be shut off for safety.
- Identify safe areas of campus.
- Order students and staff to proceed to the 'shelter in place' area.
- If there is a medical emergency call 911.
- Call the Superintendent's Office at (916)798-2543
- Administrator announces when students/staff are to return to their rooms.
- If damage has occurred to the building, the Administrator is to evacuate the affected areas/campus.
- Discourage the release of students until the severe weather passes.

Staff's Responsibilities:

- Follow directions to shelter in place, or proceed to other areas of the campus, directed by the school administrator.
- If the classroom becomes flooded, follow evacuation directions from the school administrator. Account for all classroom occupants.
- Remain calm.
- Close windows and doors; do not lock.
- If there are high winds, direct students to stay away from windows.
- Wait for "All Clear" to end shelter in place protocols.
- If moving to a different location:
- Take your record/attendance book and "Emergency Response Flipchart."
- Report to your designated area and call roll.
- If you have additional or missing students, notify the Administrator/emergency responders.
- Await further instruction from the Administrator.
- Return to your designated area when "All Clear" is announced.

After Hours' Responsibilities:

- Monitor developing weather conditions.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.
- If conditions warrant, protective measures should be taken.
- Order students and staff to proceed to the shelter in place location.
- If there is a medical emergency, call 911.
- If damage has occurred to the building, evacuate the affected areas/campus

Loss or Failure Of Utilities

Evacuation Procedures - Utility Emergency

EVACUATION PROCEDURES

Administrator's Responsibilities:

- Signal an evacuation from the building by using the fire alarm.
- Involve other staff as necessary.
- Call 911
- Call the Superintendent's Office at (916)798-2543
- If an off-site evacuation is needed, request transportation at (916) 591-5414 to the designated site.

COORDINATE YOUR EFFORT WITH SUPERINTENDENT'S OFFICE AND EMERGENCY RESPONDERS.

Staff's Responsibilities:

- Follow the evacuation routes posted in the room unless otherwise advised.
- Take your record/attendance books, your "Emergency Response Flipchart" and exit to the designated evacuation location.
- Close your classroom doors when leaving the room.
- Once outside, take attendance.
- Report missing student(s) ASAP to the Administrator/Emergency Responder.
- Remain with classes and await further instructions from the Administrator.

After Hours' Responsibilities:

- Same as Administrator's Responsibilities, except do not call the District Office.
- Call 911.

Utility Emergency

- A utility emergency constitutes any of the following:
- Water Leak
- Gas Leak
- No Heat or Air Conditioning
- Power Outage
- Hazardous Materials
- Sewer Back-Up, and
- Telephone Down

Administrator's Responsibilities:

- Identify the problem and location.
- Notify District Maintenance & Operations Lead at (916) 744-1956 so that they can call the utility company.
- Call the Superintendent's Office at (916)798-2543
- Meet with the District Maintenance & Operations Lead to determine the extent of the situation and subsequent actions.
- Notify faculty, staff, students and/or families as appropriate concerning information regarding power outages, dangerous situations, utility failures, or information concerning the closing of the school due to power outage.
- If necessary, order the evacuation of an affected building to ensure the safety and welfare of the occupants due to special circumstances which may exist as a result of the emergency (primarily natural gas leaks).
- Keep the district office informed and consult with the Superintendent or designee on whether to keep the school open or close the school, if appropriate.
- If one part of the building is affected by the emergency, find alternate locations.

Staff's Responsibilities:

- Notify the Administrator.
- Evacuate students to an alternate location, if necessary.
- Wait for further instructions from the Administrator.

After Hours' Responsibilities:

- Same as Administrator's Responsibilities.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

Motor Vehicle Crash

Pandemic

Psychological Trauma

Death On School Site (Natural Causes, Accidental Or Suicide)
Reportable Incident

Survey scene to determine safe approach.

Administrator's Responsibilities:

- Identify the problem and the location. Secure and isolate the area. Determine if there is to be a lockdown.
- Call 911. Limit student movement.
- Call the Superintendent's Office at (916)798-2543
- Immediately initiate support services for students/staff through the Pupil Services Department.
- Secure emergency contact information on the deceased, if possible, and provide to police/EMS.

Staff's Responsibilities:

- Identify the problem and the location. Secure and isolate the area.
- Call 911.
- Notify the Administrator.
- Calmly remove the students from the area.
- Discourage discussion.
- Wait for the police/EMS responders to arrive.
- Identify students in need of immediate support.

After Hours' Responsibilities:

- Same as Administrator's Responsibilities.
- Call the Principal at (775) 745-2008 for further direction.
- Principal communicates with the Superintendent.

When a Trauma or Loss Occurs

Administrator's Responsibilities:

- Contact emergency responders if necessary.
- Secure the area and limit student movement.
- Contact the Superintendent's Office at (916)798-2543, who will inform the School Board.
- Contact Director of Student Services, who will engage a Student Support Team.
- Appoint or act as the Incident Commander.
- Verify the facts in writing.
- Develop appropriate communication for students, staff and families with district support.

Suspected Contamination of Food or Water

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Emergency Evacuation Map