

Comprehensive School Safety Plan SB 187 Compliance Document

**2021-22
School Year**

School: Sierra Expeditionary Learning
CDS Code: 31669440121624
District: Sierra Expeditionary Learning School
Address: 11603 Donner Pass Rd.
Truckee, CA 96161-4953
Date of Adoption:

Approved by:

Name	Title	Signature	Date
David Manahan	Director/Principal		
John Killen	Board Chair		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

<http://truckeecharterschool.org/policies-forms/>

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

Safety Plan Vision

SELS Safety Plan vision is to help ensure the most effective learning environments while providing the most stimulating experiences to support that learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Sierra Expeditionary Learning Safety Committee

Core teaching staff and Administration, with specific input from the Parent Teacher Crew, comprise the safety committee. Topics are brought up as they arise, and all staff and school community are solicited for feedback on any safety issues they see or know of.

Assessment of School Safety

The Safety Committee reviews the Safety Plan and associated issues/topics at the beginning of each school year, and whenever a need arises. The Principal attends monthly Safety Meetings at the District Offices, where SELS is folded into all Safety Procedures enacted by our district, TTUSD.

For students, rules are in place to address potential safety issues on campus and on fieldwork. These are monitored by staff and at times (on fieldwork) with help from parents. Our strong program emphasis on character has the additional benefit of developing responsible, well-behaved students who know they are part of a community who support and assist others.

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

As a small school, our most effective and consistent safety strategy is personnel awareness and monitoring - diligence. We run regular emergency drills on shelter in place, lockdown, and evacuation. We are also all trained in the intruder program ALICE, and run drills for this as well. SELS focuses on character education and is well-known for its extensive program. The high behavioral expectations helps reduce many safety issues.

In addition to daily monitoring and reminders, twice yearly classroom teachers thoroughly go over and review with students all campus safety rules.

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

All staff are instructed in reporting procedures and signs to watch for in students. Reports are filed with CPS as determined by each situation and as mandated by law. The school counselor, principal, and assistant principal are included in the process.

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

School suspensions are used sparingly and only when determined to be a necessary part of the disciplinary process. Most suspensions are in-school. Expulsion follows the state's mandatory guidelines and is used only in extreme circumstances.

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

All staff are kept informed of student issues that may impact classroom instruction and student safety.

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

SELS will not tolerate any form of abuse by its employees or students. Child Abuse for purposes of this plan shall be defined as including but not limited to verbal abuse (ridicule or put-downs), physical abuse (hurting, touching, or excessive exercise used as punishment), emotional abuse (threats to perform unreasonable tasks), and sexual abuse (as defined below). Sexual Abuse includes but is not limited to (a) any sexualized attention or contact with a minor, and (b) rape, physical assault, sexual battery, unwanted physical sexual contact, unwelcome sexually explicit or offensive verbal communication, coercive or expletive sexual contact, or verbal sexual harassment.

Student-to-student misconduct will be addressed through standard Administrative behavior-discipline procedures.

With respect to staff-to-staff and staff-to-student interactions: Touch is acceptable only if it is respectful and appropriate. An adult may not improperly sexualize touch with a student such as by fondling instead of hugging (with permission), kissing, or seductive stroking of various body parts. On the other hand, appropriate touching can be used when a young child needs comfort, reassurance, and support. Appropriate touch is (a) respectful of a person's personal boundaries and comfort level, (b) public (done in front of others and not secretly), and (c) nurturing (not sexualized).

Inappropriate comments of a sexual nature and suggestive jokes are prohibited by SELS staff and students. SELS developed a Staff-Student Interaction Policy to help inform and guide about appropriate vs inappropriate interactions. All staff are required to review this policy each year.

Staff-to-students and staff-to-staff complaint procedures: All reports of Child Abuse (staff-and-students) should be made to and handled by the Principal and Assistant Principal, jointly. In the event that either the Principal or the Assistant Principal is the alleged abuser/molester, the report should be made directly to the Board of Directors' Chair or if not, the Principal or Assistant Principal will forward the report to the Board of Directors' Chair. Upon receipt of an allegation of abuse, the Principal and Assistant Principal (or Board of Directors, if situation warrants) will gather all pertinent facts in a fair, respectful, and confidential manner. They will bring any allegations of Child Abuse to the attention of the Board of Directors within 24 hours. If investigation warrants, accused staff may be put on paid or unpaid leave and accused students may be put on at-home Independent Study until the conclusion of the investigation. If the initial investigation reveals reasonable cause to believe that either physical abuse or Sexual Abuse may have occurred, the Principal and Assistant Principal shall immediately make a report to the appropriate authorities. Under those circumstances, any further investigation shall be the role of the law enforcement authorities. If the initial investigation does not reveal that there is a reasonable cause to believe that physical abuse or Sexual Abuse may have occurred, then the Principal and Assistant Principal (or Board of Directors, as applicable) will review their findings with both the accuser and the accused.

The findings of the Principal and Assistant Principal shall be reported promptly to the Board of Directors, and all related proceedings will be conducted in closed session and be confidential. If the alleged abuser or policy violator admits to the conduct, the Principal and Assistant Principal and/or Board can employ appropriate consequences. If the alleged abuser or policy violator denies the conduct, the Board can, but is not required to, conduct an additional investigation (except when further investigation is referred to the appropriate authorities) and consult with counsel as deemed necessary prior to rendering any appropriate punishment or exoneration.

Depending on the nature of the conduct, an employee may receive a written reprimand, a suspension, or be terminated. Multiple disciplinary actions over time of employment could result in termination of the employee. Serious misconduct may result in consequences up to and including immediate termination and/or referral of the matter to law enforcement.

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

At SELS we strive to develop a strong and inclusive school culture. As part of that culture, we ask students to dress with a respect for themselves and the school community in mind; overall, to be clean and presentable. Creating a "culture of excellence" requires students to make choices about many things; we hope to promote wise and respectful decision making by encouraging appropriate dress choices. We ask that parents/guardians help instill in your children the value of education and the respectfulness of dressing to honor that value. Please refer to the following guide for appropriate dress:

- All clothing clean and neat
- Shorts need to have a 3 inch inseam and fit appropriately
- Excessively loose shorts need to be worn with spandex shorts
- Skirts need to be long enough that they fall at least 4 inches above the top of the knee, or spandex are worn underneath the skirt
- Tank top straps should be at least 2 fingers wide
- Clothing should cover mid-sections of body; pants/shorts and tops should overlap; shirts need to cover chest/upper chest areas (including tank tops)

- All undergarments must be covered, excepting undergarments designed to be visible
- Any displayed language/advertising should be positive, inclusive, and small
- Hats, hoodies, and beanies are worn outside only
- Clothing is comfortable fitting; overly baggy pants and tops are not safe for physical activity
- Footwear needs to be appropriate to the conditions; flip flops and open-toed sandals are not allowed

If for any reason student dress choices are deemed inappropriate by staff, measures will be taken to both educate the student and clothe them in appropriate, school-issued clothing. Due to the rapid changes in “styles”, staff may update or change student dress preferences throughout the year. Any changes would be clearly communicated to students and parents/guardians.

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

Parent/student drop off & pick up: designated lanes in front of school.

Bus drop off & pick up: designated lanes next to gym, different than parent/student lanes.

Public entrance to school site: since SELS is located on the same campus as the District Offices, access is always open to the public; there is a large parking area, and the school site section of campus is marked by signage.

Evacuation: all personnel and students conduct regular drills to the primary evacuation site - the northeast corner of the track, on the open area of wood chips; if area inaccessible, secondary site is on west side of track next to bleachers - this secondary evac site is also the bus pick up zone if needed. Evac sites are shown on maps on emergency clipboards in every room.

Parent pick up from evacuation: Meadow Park across Donner Pass Road and behind Truckee PUD.

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

Sierra Expeditionary Learning Student Conduct Code

All students have the right to learn in an atmosphere that is safe, conducive to learning, and free from disruptions. SELS will not tolerate behaviors which injure or harm others, whether that be physically, socially, or emotionally. We strongly address incidents of student harassment/bullying for any reason, and in particular if focused on race, religion, nationality, gender, disabilities, ethnicity, sexual orientation, and gender identity/expression. When student actions do not meet the standards set by our SIERRA traits, a four-step disciplinary protocol will be followed:

1. Teaching – students will be engaged in discussions about behaviors, and the actions are reviewed: What did they do? How did this affect those involved? What could they have done differently? How might this have changed the outcome?
2. Removal – if unable to calm down or re-focus, or if warranted by the nature of offense, students will be moved to another location away from problem location.
3. Teacher/Director Conference – students whose inappropriate behavior continues or when the offense is serious will talk with either/both the teacher and the director. This conference will work towards developing a plan of action (either informally or formally) to address the behavioral issues. If warranted, parents/guardians will be notified. Office Referrals may be received at this stage.
4. Teacher/Director/Parent/Guardian Conference – when step 3 is ineffective or when the initial offense is serious enough or once a student receives three Office Referrals, a meeting of all involved parties will occur. The required parental support in addressing the behavioral issues will be outlined, and either a formal or informal plan of action will be developed.

Initial behavioral issues will be resolved through student-teacher discussion. When warranted, students may receive Office Referrals where they speak with the Director. As needed, behavioral files will be kept on offending students and parent/guardian conferences arranged if Office Referrals are a pattern (approximately 3 received).

We believe teaching, learning, and personal growth occur best in safe and supportive environments. Our entire community will work diligently to bring that about. We ask for parents/guardians commitment to this same goal. In cases of extreme offense or when Step 4 is repeatedly ineffective, students may be suspended and/or expelled. While we do not have a Zero Tolerance policy (except with State-mandated offenses) and all cases are assessed individually, the below list represents offenses which may result in immediate suspension and/or expulsion:

- Intended, attempted, and/or actual physical or emotional violence, including bullying, intimidation, verbal abuse, unwarranted touching, threats, and harassment
- Possession, selling, and/or arranging to obtain alcohol, tobacco, or any other drug considered illegal for those under 18 years of age

- Possession of firearms or weapons, including pocket knives
- Committing or attempting to commit theft or damage
- Possession of or attempting to possess stolen goods

To facilitate our community's adherence to our SIERRA traits, and to more clearly outline our school's requirements, all students, parents, and classroom teachers will sign a Commitment Contract. These contracts will be explained in full at Back To School Night, and must be signed that week. Failure to comply with the contract may result in disciplinary actions:

- Students: outlined above
- Parents: will be required to participate in a PST (Parent Support Team) meeting; these meetings will consist of 2-4 staff members and will work to provide strategies/structures which help the parents better meet the requirements of the Commitment Contract, thereby more effectively supporting their child's learning.
- Teachers: internal mechanisms exist to address issues which arise from teachers' inability to meet the requirements of the contract.

Conduct Code Procedures

(J) Hate Crime Reporting Procedures and Policies

SELS does not allow hate of any form: words, language, gestures, images, music, video, etc. Any instance of hate will be immediately addressed through the disciplinary process. If warranted, authorities will be contacted.

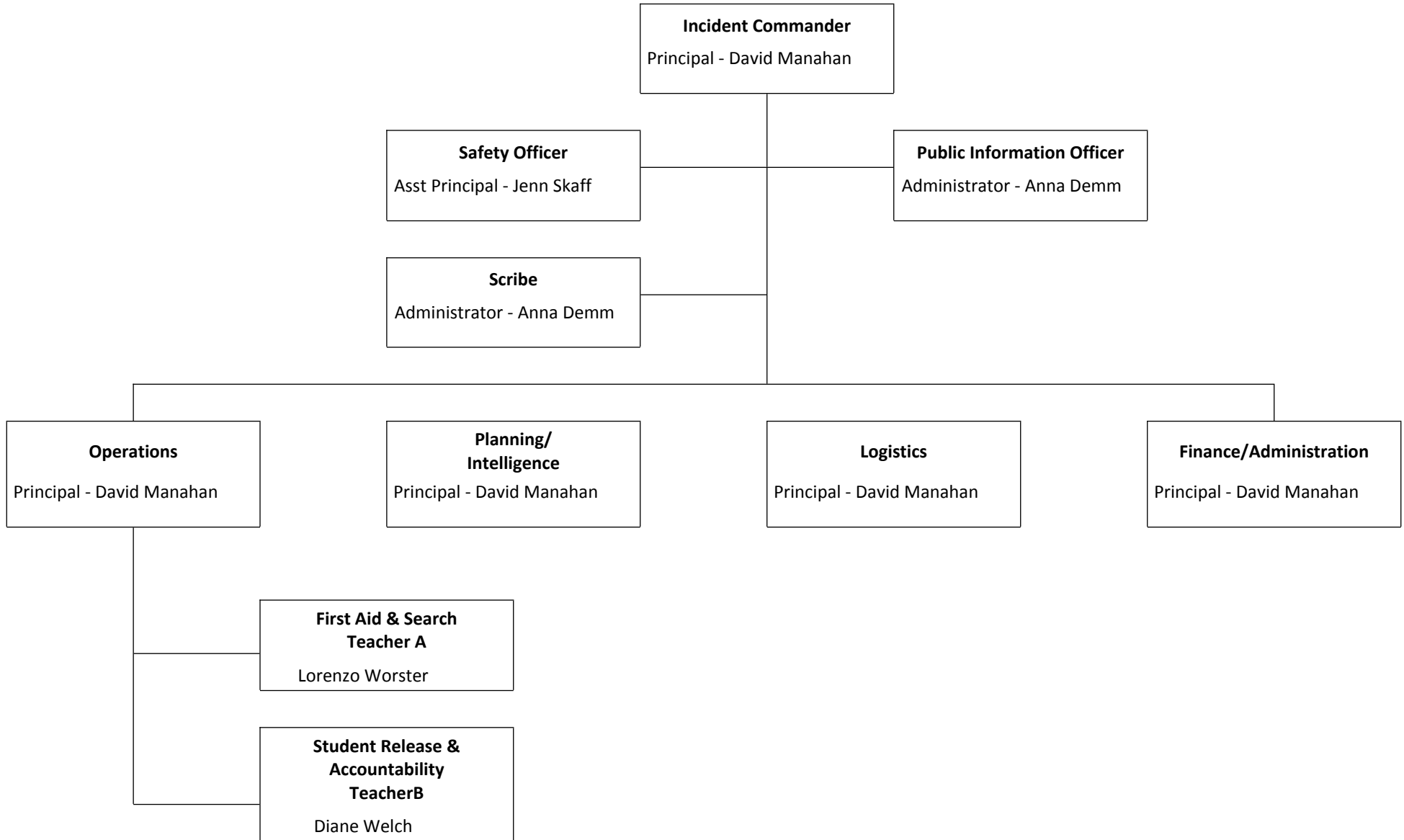
Safety Plan Review, Evaluation and Amendment Procedures

SELS Safety Plan is reviewed, evaluated, and amended as needed annually. Staff initially do this process at end of year meeting, and any changes are brought to the SELS Board at a Fall meeting for final revisions and approval. Community input is solicited at a Fall board meeting.

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)
Core staff reviewed Safety Plan at before school meeting and made changes/adjustments as needed.	08/25/21	

Sierra Expeditionary Learning 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:

SELS is connected to the emergency response system established by the Tahoe Truckee Unified School District, and shares a campus with the District Offices. Thus, all emergencies are connected to a much larger system of command and response, with an emergency radio system in place for assured communication. TTUSD has an established chain of command structure, is connected to all emergency services, and has us embedded in the process. Radio checks and district-wide safety meetings happen monthly.

Since every emergency can be unique in its own way, all situations are evaluated in real time and decisions/adjustments made accordingly. The school intercom system is used to convey immediate information on situations and/or changes to procedures. While general procedures are in place, we feel it important to have on-going information sharing and adaptability in emergency situations. The strategies involved and enacted based on circumstances include shelter-in-place, lockdown, ALICE procedures, and evacuation. Situations could include:

- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat/ Threat Of violence
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion or Risk Of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure Of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Contamination of Food/Water
- Unlawful Demonstration or Walkout

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

Animal Disturbance

School will go into a "Shelter-in-place" procedure and could move to "Lockdown" if situation warrants. All communication through school-wide intercom system.

Armed Assault on Campus

All staff have been trained on ALICE protocols, and students practice their roles and finding the rally points at least once annually.

Biological or Chemical Release

Standard evacuation procedures apply.

Bomb Threat/ Threat Of violence

Standard evacuation procedures or ALICE protocol would apply, depending on circumstances.

Disorderly Conduct

Students moved away from conduct and kept safe until disturbance is controlled. Disorderly person is monitored and appropriate actions taken by staff to mitigate potential problems.

Earthquake

Earthquake drills are run every year, including initial "shelter-in-place" and secondary evacuation.

Explosion or Risk Of Explosion

Standard evacuation procedures apply.

Fire in Surrounding Area

Administration would be in contact with local authorities and follow their lead whether to stay on campus, evacuate to our rally point, or begin a full evacuation of the area.

Fire on School Grounds

Administration would follow the lead of local authorities and District Office personnel to decide best options.

Flooding

Administration would follow the lead of local authorities and District Office personnel to decide best options.

Loss or Failure Of Utilities

Administration would follow the lead of local authorities and District Office personnel to decide best options.

Psychological Trauma

Counselor leads process to address specifics of situation. Appropriate action taken to ensure safety for all.

