

Comprehensive School Safety Plan SB 187 Compliance Document

2018-19 School Year

School: Silver Valley High School
CDS Code: 36-73890-3630274
District: Silver Valley Unified School District
Address: 35484 Daggett/Yermo Rd.
 Yermo, CA 92398-0847
Date of Adoption: February 11, 2019

Approved by:

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Name	Title	Signature	Date
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Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	7
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	8
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	11
(E) Sexual Harassment Policies (EC 212.6 [b]).....	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	12
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	13
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	13
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	14
(J) Hate Crime Reporting Procedures and Policies.....	18
Safety Plan Review, Evaluation and Amendment Procedures	19
Safety Plan Appendices.....	20
Emergency Contact Numbers	21
Safety Plan Review, Evaluation and Amendment Procedures	22
Silver Valley High School Incident Command System	23
Incident Command Team Responsibilities.....	24
Emergency Response Guidelines	25
Step One: Identify the Type of Emergency	25
Step Two: Identify the Level of Emergency.....	25
Step Three: Determine the Immediate Response Action	25
Step Four: Communicate the Appropriate Response Action	25
Types of Emergencies & Specific Procedures.....	26
Aircraft Crash	26
Animal Disturbance.....	26
Armed Assault on Campus	26

Biological or Chemical Release.....	27
Bomb Threat/ Threat Of violence	28
Bus Disaster.....	29
Disorderly Conduct	30
Earthquake.....	30
Explosion or Risk Of Explosion	31
Fire in Surrounding Area	32
Fire on School Grounds	33
Flooding	34
Loss or Failure Of Utilities	34
Motor Vehicle Crash	35
Psychological Trauma.....	35
Suspected Contamination of Food or Water	35
Unlawful Demonstration or Walkout.....	35
Emergency Evacuation Map.....	37

Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Silver Valley High School's office.

Safety Plan Vision

Mission

We provide the learning experiences and resources to maximize our students' college and career readiness.

Vision

We will become a community which works together to maximize our graduates' post-high school choices.

School-wide Learner Outcomes PRIDE

P- Graduates will be prepared for their post-high school choices by demonstrating the skills and knowledge necessary for college and career readiness, following their 4-year plan.

R- Students will be respectful toward self and others.

I- Students will show the characteristics of ethical behaviors and personal integrity in the school and the community.

D- Students will show they are dependable by directing their own learning in school to prepare them for their post-high school choices.

E- Students will be engaged by actively participating in the classroom, school activities, clubs, and teams.

Safety Plan Mission:

The Board of Education and the District’s Superintendent recognize their responsibility to provide students and staff with a safe and healthy learning environment. In keeping with this responsibility, the Superintendent directed the development of a Comprehensive School Safety Plan.

Components of the Comprehensive School Safety Plan (EC 32281)

Silver Valley High School Safety Committee

Assessment of School Safety

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

Progressive discipline
Campus assistant to monitor campus throughout school day
Closed campus
Active shooter drills conducted on a regular basis
Disaster drills conducted on a regular basis

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

CHILD ABUSE

REMEMBER – Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

Important First Steps for:

Sexual Assault (Child assaulted on or near school property):

- Accompany victim to safe place at school and remain with him/her
- Protect evidence of sexual assault
- Notify parent/legal guardian (provided they are not suspected), Child Protective Services (CPS), and School Resource Officer

without delay

- Once student has been cared for, notify District Superintendent's Office

Sexual Abuse (Suspicion of past sexual incidents):

- Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threat-ened)
- Notify CPS and describe evidence
- Leave notification of family to CPS or the Sheriff
- Once student has been cared for, notify the District Superintendent's Office

DO NOT DESTROY EVIDENCE OF SEXUAL ABUSE:

- Do not wash clothes or victim's body or underwear. Do not have victim undress
- Do not allow victim to wash or wipe body
- Do not wipe away dirt, semen or dried blood
- Stay with the victim and reassure him/her of safety
- Suspected Physical Abuse or Significant Neglect
- Notify school nurse or appropriate staff and Police immediately
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions
- Notify immediate director/supervisor

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

Disaster Plan (See Appendix C-F)

A plan for emergencies is contained in the Silver Valley Unified School District Emergency Standard Operating Procedures available to each staff member. The plan is reviewed at the beginning of each school year and adapted as needed. The Silver Valley Unified School District Emergency Standard Operating Procedures contains the following information: School / Office Emergency Phone Numbers, School District Emergency Phone Numbers, Accidents, Aircraft Accident, Bio Terrorism, Bomb Threats, Bus Accidents, School Site Emergency Organization, Emergency Responsibilities, School Map, Chemical Spill Off Site, Chemical Spill On Site, Hazardous Substances, Poisoning, Vehicle Fuel Spill, Child Abuse, Earthquakes, Emergency Closure-Bad Weather, Emergency Communications, Emergency Lock down, Shelter In Place, Intruder on Campus, Emergency Near School, Evacuation, Fire/lightning, Lost Child/Kidnapping, Major Crime on Campus, Mass Casualty, Medical Emergencies, Operational Failure, Hazardous Materials, Power Outage, Shooting / Sniper / Explosives, Stranded Persons, Suicide or Death, Unlawful Assembly.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for committing any of the acts enumerated in California Education Code 48900, displayed below, if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period on or off campus, during or while going to or coming from a school-sponsored activity. Education Code 48900, grounds for suspension or expulsion: a student may be suspended or expelled for committing any of the acts enumerated in California Education Code 48900, displayed below, if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period on or off campus, during or while going to or coming from a school-sponsored activity. Education Code 48900, grounds for suspension or expulsion: a student may be suspended or expelled for committing any of the acts enumerated in California Education Code 48900, displayed below, if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period on or off campus, during or while going to or coming from a school-sponsored activity.

Education Code 48900, grounds for suspension or expulsion: (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or

nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph

(1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph

(1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In addition, except as provided in subdivisions (c) and (e), the principal or the superintendent of the school shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in

Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

- (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

Email sent to teachers.

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

School Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy – BP5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any other employee or student who witnessed the behavior.

If the Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action.

The shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and any mentioned as having relevant information. The Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment alleged have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. Interim Measures: The Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

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

Silver Valley High School dress code will be strictly enforced. When an administrator determines that a student's attire is in violation of this policy, the student will be required to modify his/her clothing and /or apparel in such a manner that it no longer violates the policy. If necessary, the student may be taken or sent home to modify unacceptable dress before returning to school. Refusal to take steps as described shall be cause for disciplinary action.

- When necessary, with prior notice, the administration may ban certain items deemed gang related.
- Inappropriate, distinctive modes of dress and accessories identifying a student with a non-school related group will not be allowed. Any clothing or accessories, including bandanas, identified by the San Bernardino County Sheriff's office as

gang-type clothing, is strictly forbidden.

- Oversized clothing is not allowed. Pants or shorts must fit at the waist; "sagging" is not permitted.
- Shoes must be worn at all times.
- Slippers without rubber soles are not permitted.
- Students are not to drape themselves in blankets during the school day. Blankets, pillows, etc. Should be put away and out of sight while on campus.
- Extremely brief or tight garments that are distracting to the educational environment will not be allowed. Bare midriff, halter, tube, strapless tops, spaghetti straps and visible undergarments are not permitted.
- Garments or accessories with violent, suggestive, or obscene statements will not be allowed. Garments or accessories with slogans, pictures, or logos that depict or promote gangs, hate and intolerance, tagging, weapons, graffiti, drugs,

alcohol, tobacco or controlled substances will not be allowed.

- Earrings, jewelry, or accessories that present a safety hazard to the wearer or others are not suitable for school. This includes wallet chains, hanging belts, straps, and spikes.
- Hats, head coverings, and sun glass policy will be at individual teacher discretion
- Hats may be worn, but must be removed when requested by school personnel.
- The Administration reserves the right to modify the dress code policy as needed.

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

RELEASE OF STUDENTS

1. During an emergency situation, students may be released only to the parent, guardian or other adult

legally responsible for their care. THERE SHALL BE NO EXCPETIONS TO THIS POLICY.

2. The dismissal of students from the school shall be governed by the emergency procedures outlined

in this disaster guide. However, this would not preclude the exercise of professional judgment by Site Administrator when the circumstances indicate dismissal to be in the best interest of the Students.

IDENTIFICATION OF STUDENTS

- Few students will be wearing identification pins or bracelets. It is important that teachers keep their roll book with them at all times. In the event one group of students is temporarily placed in the care of another staff person, the roll book will

accompany that group of students.

- Depending on the time and circumstances, roll will be taken periodically. This will help the teacher maintain close contact with authorities in locating particular students and provide officials with necessary data.

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

Component:

Discipline

Element:

Opportunity for Improvement:

To continue to decrease the number of incident reports, referrals and suspensions, by implementing PBIS.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Formal Program

Element:

Opportunity for Improvement:

The Positive Behavior Interventions and Support Program will continue to be implemented, improved, and utilized school-wide in order to provide the most effective, safe and supportive school environment for our students.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Student Engagement

Opportunity for Improvement:

To increase student engagement/provide appropriate social/emotional safety nets to support students.

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Silver Valley High School Student Conduct Code

Campus Expectations:

Silver Valley High School is committed to the education of all students and maintaining a safe, positive learning environment. Students are expected to know school and classroom rules and to assume responsibility for their actions. Disciplinary actions such as suspension, excessive tardiness or trancies may result in loss of extra-curricular privileges such as end-of-the-year activities, sporting events, dances, etc.

Each teacher will provide each student with his/her class rules and explain expectations. The school has provided each student with this handbook containing school rules and expectations. Administration holds discipline assemblies to explain and clarify the rules and expectations.

Students are encouraged to report any concerns. If a student believes a staff member is mistaken, the student is to obey the staff member, then at a later time, appeal to the appropriate administrator. Mistakes can and will occur, but the place for resolving mistakes begins in the administrator’s office.

- Follow directions of teachers, administrators, campus assistants, and all other school personnel.

- Cameras, skateboards, scooters, and roller skates are not allowed on campus at any time.
- Confiscated cameras are subject to search by school employees.
- Students are to arrive no earlier than twenty minutes before school starts and are to leave campus within twenty minutes after the school day or activity.
- Cell Phones, Radios, Walkmans, CD players, MP3 players, video games, cameras, pagers, or other electronic devices are not allowed during the instructional time. All personal items are brought at the student's own risk. School assumes no

liability for loss or theft of said devices while being stored or during confiscation. All items are brought to school at the students own risk. Cameras are not permitted on campus at any time.

- Students seen with electronic devices during instructional time, without teacher approval for instructional use will have the item confiscated and the item will be held in the front office. Confiscated devices are subject to search by school

employees.

- Students may use the phones in the front office to call home before/after school or at lunch.
- Students are to eat in the lunch area (designated by the blue lines) and place their trash in the trashcans. Food and drinks are not permitted in classrooms unless authorized by the teacher.
- Inappropriate, excessive, or prolonged displays of affection will not be tolerated.
- Silver Valley High School and the Silver Valley Unified School District are not responsible for stolen or lost items. The individual student is responsible for his/her personal property and textbooks or other school items checked out to that student.
- Once a student arrives at school, he/she must not leave the campus unless checked out by a parent/guardian or approved by an administrator.
- In accordance with California State law, Silver Valley Unified School District is smoke and tobacco free. It is against the law for anyone to smoke on school grounds at any time.
- No lighters, matches or other fire igniting devices are allowed on campus.
- No drug, alcohol, or tobacco paraphernalia is allowed on campus this includes but is not limited to e-cigs, vapor pens, and smokeless tobacco.
- No lassos, ropes, chains, etc.
- All types of gambling are prohibited.
- Horseplay is prohibited on our campus. This includes, but is not limited to, running, chasing, play fighting, water fights, water balloons and rock or pinecone throwing.
- Academic honesty policies are established by each individual classroom teacher and may lead to further administrative action.
- Cell phones and other electronic devices are permitted on campus before school, passing periods, during lunch, and after school; however, cell phones must be off and put away during class, unless authorized by the teacher for academic

purposes (Board Policy 5131). Silver Valley High School and the District assumes no liability for loss or theft of said devices while being stored or confiscated. All items are brought to school at the student's own risk and are subject to search.

Also see behavior expectations matrix and published in the student handbook.

Conduct Code Procedures

Silver Valley High School will use a consistent procedure for handling discipline. Teachers will address all minor infractions in the classroom. Teachers will refer all major infractions to the office by completing an Office Referral Form. Please note that three or more minor incidences may result in an office referral. If a student receives an Office Referral, parents will be notified by Administration. Suspensions will be determined on a case-by-case basis. Students committing major offenses will be permitted to share their version of the incident with an administrator. Other students and/or staff members involved will also be permitted to report their involvement in or witness of the incident. After gathering all of the facts the administrator will make the decision to suspend or not to suspend. In the event of student suspension, the parent will be contacted by administration (by phone if the contact numbers are current and by suspension note).

Suspensions & Expulsions:

Silver Valley High School desires to provide students access

to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development (Board Policy 5144.1). Silver Valley High School has established rules and behavior expectations setting the standards of behavior expected of students. Violations of the established rules and/or behavior expectations can result in disciplinary action including suspension and/or expulsion.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities including sporting events during the period of suspension or expulsion.

According to Administrative Regulation 5144.1 and specified Education Code, any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended, or expelled pursuant to Education Code 48900(a) once when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as such controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(f))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code (n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying. (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the

effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4, that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

20. A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she: Committed sexual harassment as defined in Education Code 212.5.

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5 233.

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. Education Code 233; Penal Code 422.55)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

According to Administrative Regulation 5144.1 a student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including but not limited to the following:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Mandatory Recommendation for Expulsion

Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances, or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for (a) the possession of not more than one ounce of marijuana, other than concentrated cannabis or (b) the student's possession of over the counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

6. In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time.

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be:

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

(J) Hate Crime Reporting Procedures and Policies

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Safety Plan Review, Evaluation and Amendment Procedures

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Silver Valley High School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive Safe School Plan. Notice for public comment was provided on February 1, 2019 at the Silver Valley High School Office.

Silver Valley High School "school site council" has evaluated our Comprehensive Safe School Plan and has determined the following: The plan has been properly implemented and (no amendments are needed.)

The Safety Plan will be approved and or amended by the School Site Council.

Safety Plan Appendices

Emergency Contact Numbers

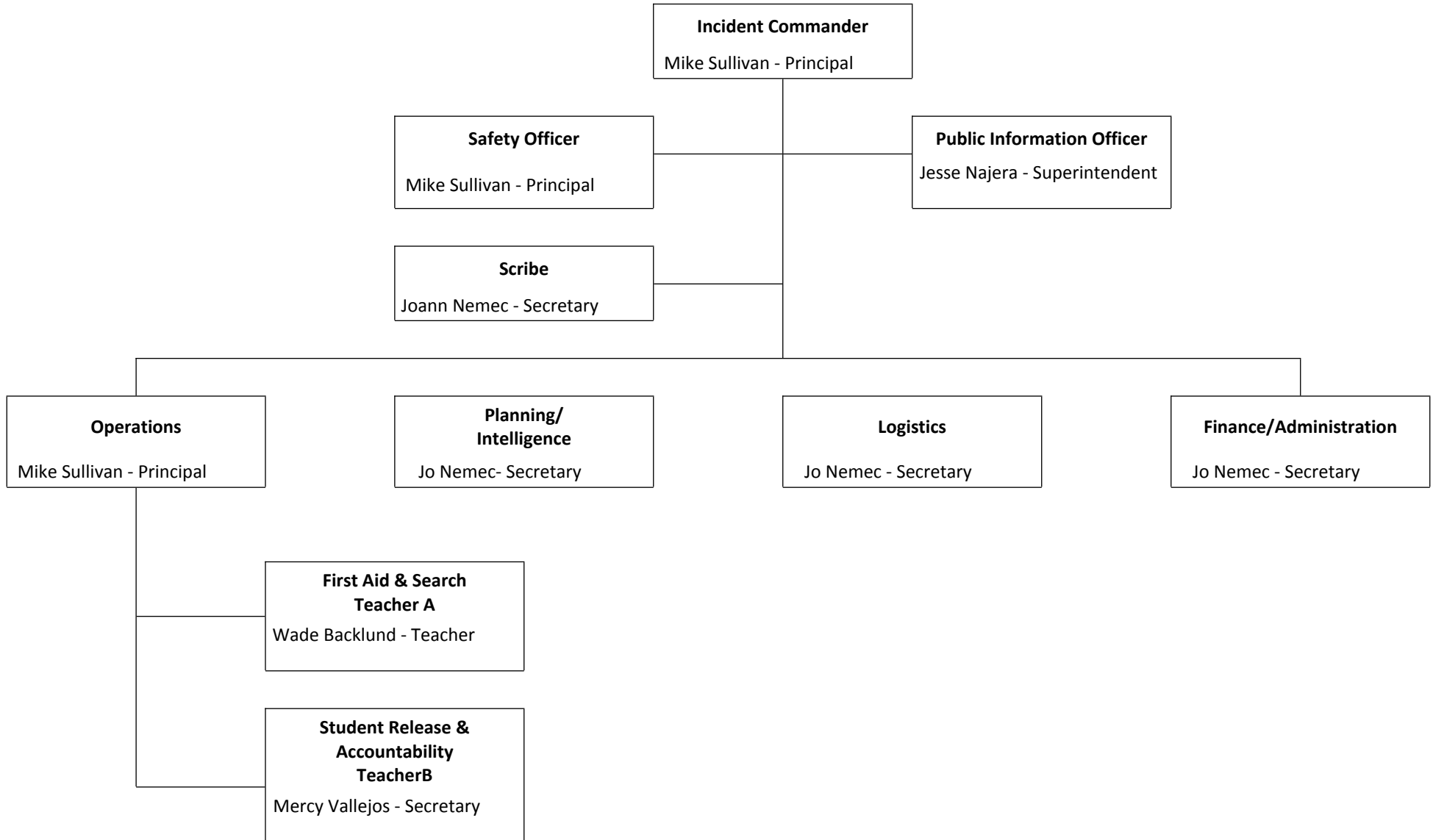
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Law Enforcement/Fire/Paramedic	San Bernardino County Sheriff Service	760-256-4838	
School District	Silver Valley Unified School District	760-254-2916	
Other	First Student Transportation	760-254-3850	
Local Hospitals	Barstow Community Hospital	760-256-1761	

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 Site Council	2/11/18 2:40 p.m.	Minutes documenting approval of School Safety Plan

Silver Valley High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

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

AIRCRAFT ACCIDENT

Aircraft in trouble have been known to seek out large open areas for emergency landings. School playgrounds sometimes serve this purpose.

The following procedures should be taken in the event of an accidental injury to students or staff:

- Access the situation
- Determine if evacuation is necessary
- Call 9-1-1
- Give school site name
- Your name and call-back phone number
- Exact location of the aircraft with nearest cross street
- Number and location of persons injured

If there appears to be imminent danger, fire drill procedures may be called while approval for student release or site evacuation is sought.

Approval for student release or site evacuation must be granted by the Superintendent or designee.

- Determine if the Site Emergency Operations Plan requires activation
- Secure the immediate impact area
- Notify District Superintendent's Office

Animal Disturbance

Contact animal control

Monitor animals location

Determine if students can be released to move on campus

Once animal is cleared resume normal operations

Armed Assault on Campus

LOCK DOWN PROCEDURE

THE ANNOUNCEMENT WILL BE MADE:

“THIS IS A LOCKDOWN”

- All staff should quickly check outside areas and get students into classrooms or other inside areas.
- LOCK doors, close blinds, have all students move away from windows and stay low to the ground,

hidden from view and remain quiet.

- Staff will keep all students in classrooms or other inside areas until an all clear has been sounded.
- Teachers DO NOT OPEN THEIR DOOR FOR ANYONE!!
- Staff will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional

needs of students.

- Front office personnel will work with Principal and Police Services.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.

WHEN THE EMERGENCY IS OVER, “ALL CLEAR” WILL BE ANNOUNCED.

- Meet with staff to determine needs of school

- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

RELEASE OF STUDENTS

1. During an emergency situation, students may be released only to the parent, guardian or other adult

legally responsible for their care. THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.

2. The dismissal of students from the school shall be governed by the emergency procedures outlined

in this disaster guide. However, this would not preclude the exercise of professional judgment by Site Administrator when the circumstances indicate dismissal to be in the best interest of the Students.

IDENTIFICATION OF STUDENTS

Few students will be wearing identification pins or bracelets. It is important that teachers keep their roll book with them at all times. In the event one group of students is temporarily placed in the care of another staff person, the roll book will accompany that group of students. Depending on the time and circumstances, roll will be taken periodically. This will help the teacher maintain close contact with authorities in locating particular students and provide officials with necessary data.

Biological or Chemical Release

CHEMICAL SPILL – OFF SITE

- Immediately notify the Director of M.O.T.
- Provide the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
 - Determine whether to initiate Shelter in Place Protocol
 - Locate a fire extinguisher and have present, should the need arise-? Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
 - If spill response equipment is available use it to take the necessary measures to prevent the spill from

spreading.

Reporting Chemical Spills

A Chemical Spill incident must be reported to the Director of M.O.T. WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

SMALL CHEMICAL SPILLS less than 10 gallons: May be cleaned up by SVUSD Spill Team. Contact

M.O.T. to activate the Spill Team.

LARGE CHEMICAL SPILLS greater than 10 gallons: May not be cleaned up by SVUSD Spill Team. Contact M.O.T. and the district's designated spill clean-up contractor will respond.

MAJOR CHEMICAL SPILL

- CALL 9-1-1 IMMEDIATELY
- Call M.O.T.

California Emergency Management Agency

(800) 852-7550

National Emergency Response Center

(800) 424-8802

California Department of Fish and Game

(916) 445-0411

Environment Protection Agency

(415) 947-8000

Fire District

9-1-1

California Highway Patrol

9-1-1

CHEMICAL SPILL – ON SITE

The following are guidelines for Chemical Spills

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter in Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical
- Immediately notify the Director of M.O.T.

CHEMICAL SPILL COMMUNICATION NETWORK

Should a chemical spill threaten the safety and health of the staff, students, property and/or environment, a Chemical Spill Communication Network shall be implemented by the Director of M.O.T.

Bomb Threat/ Threat Of violence

BOMB THREATS

ALL BOMB THREATS ARE SERIOUS!

Most likely, threats of a bomb or other explosive devices will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the “bomb threat checklist” form (located in the standard operating procedures) as a guide to collect the information needed.

Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building

administrator of the threat received. Complete the “bomb threat checklist” form (attached, next page).

- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves—could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call School Resource Officer.
- Call 9-1-1, if appropriate. Give the following information:
- Your name
- Your call-back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured
- Notify District Superintendent’s Office
- Evacuate involved buildings using fire drill procedures. The Principal must have Superintendent’s permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- The Fire Dept. or Sheriff’s Deputies shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when clearance is given by proper authorities.

Bus Disaster

BUS ACCIDENTS

Bus Accident – Non-Injury

- Driver reports details of accident by radio or second party.
- Who? Bus number and drivers name.
- Where? Exact location and direction of travel.
- What? Describe incident.
- Notify M.O.T. of the incident. Call 9-1-1 with information. (In California, all occupied school bus accidents are investigated by the California Highway Patrol.)
- Who? Name of district department.
- What? Describe briefly the vehicles involved/nature of accident.
- Where? Exact location/address.
- When? Time of incident.
- M.O.T. will dispatch bus, mechanic and replacement driver with route information and camera.
- M.O.T. will notify the Director and Superintendent or Designee. Supervisor should go to the scene of the accident.
- M.O.T. will notify schools regarding accident and delay or change of route.

Driver Response: Notify Office by radio.

- Who – Bus number and driver’s name.
- Where – Exact location, address and direction of travel.
- Transportation Office Response:
- Call 9-1-1 with information.
- Who – Name of School District and department
- What – Describe briefly the facts as known. Describe seriousness of injuries.

- Where – Exact location and address
- When – Time of accident.
- Notify the Superintendent and Assistant Superintendent.
- Notify school and Crisis Team.
- Complete student roster.
- School will notify parents/legal guardians.
- Activate support group for students.
- District personnel will follow-up with an investigation of the accident and respond to the media.

Disorderly Conduct

Earthquake

Earthquakes usually strike without warning. The immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. **DO NOT PANIC!** If protected from falling objects, the rolling motion of the earth is frightening but not necessarily dangerous.

Ordinarily the initial earthquake is the most severe and subsequent shocks are less violent.

If inside a Building:

1. Implement ACTION “DUCK, COVER, HOLD” (DO NOT FACE WINDOWS).
2. Take precautions from falling objects.
 - a. Get beneath a desk, table, or bench and cover head with any article of clothing to minimize injuries.
 - b. If cover is unavailable, get against an inside doorway or crouch against an inside wall and cover head.
3. All doors should be left OPEN to minimize jamming if the building shifts.
4. Stay away from outside walls and areas where there are large panels of glass and/or heavy suspended light fixtures.
5. After the earthquake is over and the ground has stopped shaking, then implement ACTION “LEAVE BUILDING”.
6. Proceed to the site Marshaling Area.
7. Remain in control. DO NOT RUN!

If Outside:

1. Implement ACTION “DUCK, COVER, HOLD.”
2. After the earthquake is over, move quickly away from buildings, playground equipment, basketball courts, athletic field lights, utility poles, large signs, trees, exposed wires, and wet areas.
3. Avoid touching electrical wires and metal objects, such as chain link fences.
4. Proceed to the site Marshaling Area.
5. Remain in control. DO NOT RUN!

At the Site Marshaling Area:

1. Take roll count of students and report findings to administrator-in-charge.
2. Assess medical needs.
3. Request assistance as needed.
 - a. The Human Resources Department will act as the Emergency Operations Center (EOC) for the District. District maintenance and grounds employees will be at each school site to assist as Needed and will be under the direction of the administrator-in-charge.
 - b. The School District EOC (Human Resources Department), after shaking ends, will begin contacting all schools in alphabetical order beginning with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs.
 - c. If the School District cannot dispatch help, then the County EOC will be contacted to request assistance/aid.
4. Provide medical care.
5. Provide for mass care needs.
6. Do not light fires or touch fallen wires.
7. Be alert for instructions from the administrator-in-charge.
8. Do not attempt to enter a building until it has been declared safe by an authorized official.

9. During a major emergency incident, students will only be released to the parent, guardian, or to the adult specified on the emergency card. THERE

SHALL BE NO EXCEPTIONS TO THIS POLICY. Students who are not picked up by their parents may be transported to another student shelter.

If On A School Bus:

1. The driver will pull the bus to the side of the road and implement ACTION "DUCK, COVER, HOLD."
2. The driver will turn off the ignition and set the brake.
3. After the earthquake, the driver will contact the Transportation Center for instructions.

During Non-School Hours:

If an earthquake occurs during non-school hours and the earthquake is of a magnitude of 6.0 or greater, then the following applies:

a. It is the responsibility of all 8 hour Day Custodians to immediately visit their school and check for damage. The District will authorize overtime pay.

b. Determine what type of damage has occurred:

No Damage – no action is required.

Minor Damage – (can wait for repair) Call the Maintenance Department the next workday and request repair.

Major Damage – (broken water main, gas main) Turn off main shut off valves and contact the Supervisor of Buildings & Grounds.

Emergency Damage – (fire, electrical poles down, building collapse). Turn off main gas, water shut off valves (if no danger to you).

Turn off main electrical switch (if no danger to you). Call emergency city/county service, and call the supervisor.

Yermo Fire Department 911 - Newberry Springs Fire Department 911 - Daggett Fire Department 911 -

San Bernardino County Sheriff-Barstow (760) 256-4838 - Barstow Community Hospital (760) 256-1761 - Fort Irwin Fire Department 911 - San Bernardino County Sheriff's Department (760) 256-4838 - Fort Irwin Military Police (760) 380-3474 - Fort Irwin Main Gate (760) 380-6750

Explosion or Risk Of Explosion

SHOOTING OR SNIPER, BRANDISHING WEAPON OR EXPLOSIVE

The greatest danger in a hostage situation is the actual process of being taken a hostage and the first fifteen minutes afterward. If the hostages survive this period of time, the probability of survival is good.

Hostage Situation: If anyone is taken hostage:

1. Do exactly as the suspect demands. DO NOT RESIST! Avoid antagonizing the suspect.
2. Evacuate from the affected area.
3. If part of a hostage group, try to blend in with the crowd. Do nothing to be obvious.
4. The teacher must establish her/himself as understanding and humane. Any hostage may develop "Stockholm Syndrome" (building sympathetic relationship with suspect).
5. Move students to one side or the end of the room
6. Keep students very quiet and low to the floor.
7. Ignore all conversation between negotiators and suspect.
8. Be prepared for utilities being turned off. If a hostage situation is occurring at a school site:
 1. Isolate the affected area.
 2. Evacuate all classes to the most distant part of the campus. If possible, move students to

Marshaling Area.

3. Administrator-in-charge call 9-1-1.
4. Alert the Superintendent's Office.
5. Take roll count of students and report findings to administrator-in-charge as soon as it is safe.
6. Keep telephone lines clear.
7. Refer parents to the Superintendent's Office, Police Department.

Sniper Situation:

The most important factors in a sniper situation are DO NOT PANIC and BE ALERT TO WHAT IS HAPPENING AROUND YOU.

1. If inside a building, STAY INSIDE. Implement ACTION: DUCK, COVER.
2. If outside a building, Implement ACTION: DUCK, COVER.
3. Administrator-in-charge will call 9-1-1.

4. Alert the Superintendent's Office.
 5. Do not move until told to do so by an authorized official.
 6. During a major emergency incident, students will only be released to the parent, guardian, or other Adult specified on the emergency card. Require identification.
- THERE SHALL BE NO EXCEPTIONS TO THIS POLICY. Students who are not picked up by their parents may be Transported to another student shelter.

Fire in Surrounding Area

FIRE OR LIGHTNING STRIKES

FIRE WITHIN SCHOOL BUILDING:

1. Administrator-in-charge will sound the school fire alarm, evacuate the building, and call 9-1-1.
2. Proceed to the Marshaling Area.
3. Alert the Superintendent's Office.
4. Remain in control. DO NOT RUN!
5. Keep access roads open for emergency vehicles.
6. Students and staff should not return to the school until Fire Department officials declare the area safe.
7. All further action will be directed by the administrator-in-charge.

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

P – Pull safety pin from the handle A – Aim at the base of the fire

S – Squeeze the trigger handle

S – Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command
- Principal will account for teachers and school district staff. Teachers will account for students
- Notify Superintendent/Assistant Superintendent of incident

LIGHTNING STRIKES:

Lightning seeks the path of least resistance between cloud and earth and the path will course through any object that stands out because of its height or isolation. That object might be a building, a pole, a tree, an antenna or a human body.

The time reference from seeing the stroke of lightning to hearing the thunder is the Flash-To-Bang measurement of lightning distance.

For each five second count, lightning is one mile away (e.g. 25 seconds = five miles away, 20 seconds = four miles away). At a count of 15 seconds (3 miles) take immediate defensive actions. There are four types of lightning conductions: direct, contact voltage, side flash and lightning channels.

If outdoors and lightning strikes near you:

- Avoid water, hilltops and trees
- Avoid all metal objects such as electrical wires, fences, machinery, motors, tools, etc.
- Avoid direct contact with other people. Unsafe places include tents, small open-sided rain shelters or isolated trees
- If any vehicle or building is nearby, get inside and close all windows and doors completely
- If you feel your hair stand on end, it is possible that you will be struck by lightning. Drop to your knees and bend forward.

ward. DO NOT LIE FLAT ON THE GROUND!

Fire on School Grounds

FIRE OR LIGHTNING STRIKES

FIRE WITHIN SCHOOL BUILDING:

1. Administrator-in-charge will sound the school fire alarm, evacuate the building, and call 9-1-1.

Yermo Fire – 9-1-1

Newberry Springs Fire – 911

Daggett Fire – 911

Barstow Community Hospital (760) 256-1761

Fort Irwin Fire – 911

San Bernardino County Sheriff’s Department-Barstow (760) 256-4838 Fort Irwin Military Police – (760) 380-3474

2. Proceed to the Marshaling Area.

3. Alert the Superintendent’s Office.

4. Remain in control. DO NOT RUN!

5. Keep access roads open for emergency vehicles.

6. Students and staff should not return to the school until Fire Department officials declare the area safe.

7. All further action will be directed by the administrator-in-charge.

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

P – Pull safety pin from the handle A – Aim at the base of the fire

S – Squeeze the trigger handle

S – Sweep from side to side

If your clothes (or someone else’s) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command
- Principal will account for teachers and school district staff. Teachers will account for students
- Notify Superintendent/Assistant Superintendent of incident

LIGHTNING STRIKES:

Lightning seeks the path of least resistance between cloud and earth and the path will course through any object that stands out because of its height or isolation. That object might be a building, a pole, a tree, an antenna or a human body.

The time reference from seeing the stroke of lightning to hearing the thunder is the Flash-To-Bang measurement of lightning distance.

For each five second count, lightning is one mile away (e.g. 25 seconds = five miles away, 20 seconds = four miles away). At a count of 15 seconds (3 miles) take immediate defensive actions. There are four types of lightning conductions: direct, contact voltage, side flash and lightning channels.

If outdoors and lightning strikes near you:

- Avoid water, hilltops and trees
- Avoid all metal objects such as electrical wires, fences, machinery, motors, tools, etc.
- Avoid direct contact with other people. Unsafe places include tents, small open-sided rain shelters or isolated trees
- If any vehicle or building is nearby, get inside and close all windows and doors completely
- If you feel your hair stand on end, it is possible that you will be struck by lightning. Drop to your knees and bend forward.

ward. DO NOT LIE FLAT ON THE GROUND!

Flooding

Loss or Failure Of Utilities

OPERATIONAL FAILURE

- Operational failures include breakdown of the heating/air conditioning system, broken water, steam or gas lines, or loss of electrical, sewer or water services.
- Notify the Principal of operational failure that endangers building occupants or buildings

Principal will:

- Notify custodian and Maintenance and Operations (M.O.T.) who will notify the utility company
- Alert employees/staff and students to evacuate, if necessary
- If lives are in danger, call 9-1-1
- Fire Department, district maintenance and operations personnel will attempt to correct the problem. Notify the District Superintendent's Office who will make decision on whether or not to dismiss students.

POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE. There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market is forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market is forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market is forecasted to be less than one point five (1.5) percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 1230AM radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card
- Determine availability of portable lighting at site (i.e., flashlights and batteries)
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways
- Check SVUSD PG&E Block list to determine in which PG&E block your site is located
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows
- Ask your staff and students to have seasonal warm clothing available
- Use surge protectors for all computer equipment, major appliances and electronic devices
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up

DURING AN OUTAGE

- CONTACT M.O.T. IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT
- According to Pacific Bell, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building
- Use a buddy system when going to the restrooms
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors
- DO NOT USE candles or gas lanterns
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer
- Shut off lights in unoccupied rooms
- The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

SUDDEN LOSS OF UTILITIES IN SEVERE WEATHER

1. Take roll count of students and report findings to the administrator-in-charge. Wait for direction as to the next step.
2. Contact the Director, Maintenance, Operations & Transportation
 - Superintendent – (760) 254-2916, ext. 1147
 - Assistant Superintendent, Ed. Services – (760) 254-2916, ext. 1135
 - Executive Director, Human Resources – (760) 254-2916, ext. 1130
 - Assistant Superintendent Business Services – (760) 254-2916, ext. 1117
 - Director, Maintenance, Operations & Transportation – (760) 254-2916, ext. 1143

Motor Vehicle Crash

Psychological Trauma

Suspected Contamination of Food or Water

Unlawful Demonstration or Walkout

UNLAWFUL ASSEMBLY, DISTURBANCE, OR DEMONSTRATION

Student Involvement

- Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
- 9-1-1 will be called to alert them to situation and possible future need.
- The Crisis Team will be alerted.
- Superintendent/Assistant Superintendent will be notified of the situation.
- Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible. Passing times may be adjusted for student protection.
- Principal will request to meet with a group of 3 to 5 students to discuss concerns, encouraging others to return to class.
- Students will not be released until it is determined by the Principal that they will not be at risk of harm.
- If necessary, students will be removed from the school grounds via an alternate route.

Non-Student Involvement

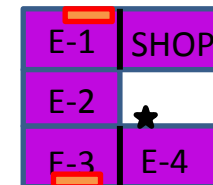
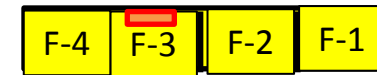
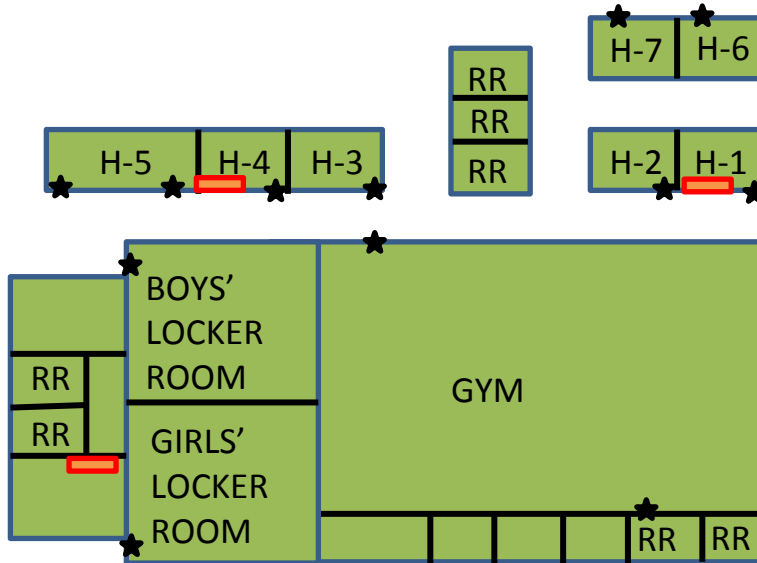
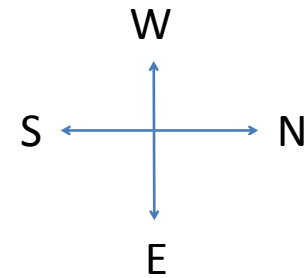
- Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
- Call 9-1-1 to alert them to situation and possible future need.
- The Crisis Team will be alerted.
- Superintendent/Assistant Superintendent will be notified of the situation.
- Employees and students will be informed, as necessary. Calm fears and keep operations as normal as possible.
- Activate Shelter in Place protocol.
- District Administrator or Principal will inform demonstrators of laws and policies regarding unauthorized assembly.
- Demonstrators will be asked to leave school grounds. The Administrator will offer to meet with a spokesperson.
- If negotiations fail, the authorities will be called to the scene.
- Principal or Designee will be a spokesperson for the media.
- Students will not be released until it is determined by the Principal that they will not be at risk of harm.
- If necessary, students will be removed from the school grounds via an alternate route.

Staff Guidelines

- Exercise good judgment and reasonable action to guard against escalating the disturbance/demonstration.
- Record observations of any incidents, including date, time, place, names and actions of those involved, and any intervention attempts. Report to the Principal.
- Maintain normal classroom operations as much as possible.
- If the disturbance/demonstration is outside the building, keep students away from windows and shades

Emergency Evacuation Map

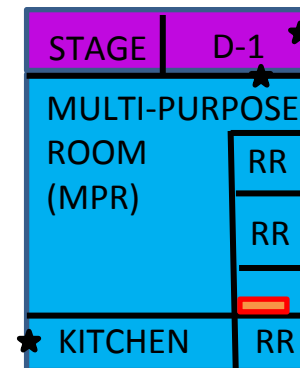
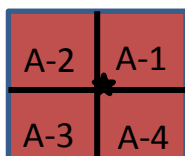
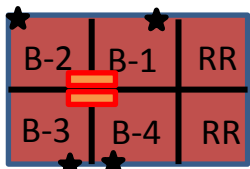
SILVER VALLEY HIGH SCHOOL



EMERGENCY CONNEX

ZONES/AREAS OF ACCESS/EMERGENCY RESPONSE & SUPPLIES

- ZONE 1** OFFICE AND LIBRARY
- ZONE 2** A & B WING
- ZONE 3** GYM & H WING
- ZONE 4** F & G WING
- ZONE 5** D & E WING & STAGE
- ZONE 6** MPR & KITCHEN
- ★ FIRE ALARM PULL SWITCHES
- ▭ DISASTER BAGS
- ▭ FIRE EXTINGUISHERS ALL CLASSROOMS

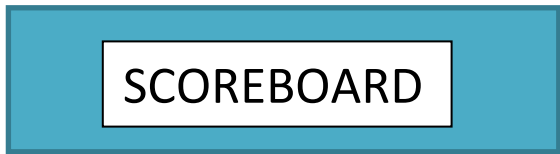


GAS/ELEC. SHUTOFF

WATER SHUTOFF

Disaster Response Student Supervision Areas 2018-2019

NW



NE

F1 Don Zimmer (Backlund's Per.5)	5	F7 *Frank Block (Bowman's)
F2 Unoccupied	10	F6 * Frank Block (Lee's)
F3 Heather Glenn	15	F5 Frank Block
F4 * Heather Glenn (Luna's)	20	
G1 Computer Lab	25	E2 Unoccupied (Per. 1 to Museitef)
E1 * Crystal Nielsen (Kittrell's)	30	E3 * Lori Krum (Dazzi's)
G2 Crystal Nielsen	35	E4 Lori Krum
G3 Hortencia Mancilla	40	D1 *Lori Krum (Backlund's)
G4 Mandy Paulsen	45	D2 Stage
Gym Eman Museitef	50	B4 Computer Lab
Gym * Eman Museitef (Meyer's)	45	B3 Dave Swaney
H6/H7 Unoccupied (Per. 5 to F-1)	40	B2 Menerva Tamayo
H1 Susan Weaver	35	B1 Brandy McCurdy
H2 Unoccupied	30	A4 Krum - Computer Lab
H3 *Rebecca Heldreth (Negin's)	25	A1 Burns (Brooks')
H4 Rebecca Heldreth	20	A3 Burns
H5 Unoccupied	15	A2 Library Unoccupied

SW

SE

West Area Leader Mike Meyer

East Area Leader Stephanie Luna

* Supervisory Teacher

Updated 1/8/19

Planning and Intelligence Directions (2pages) 2018-2019

Planning Intelligence Section Chief – Jo Nemec (Utility/Fire, Student Release Teams)

Planning and Intelligence Responsibilities– Supervises status board

Tracy Staggs, Mike Lopez, (Jesus Escobar, Val Ulivarri)

Initiate Step 1 upon notification from Command Post

Step 1:

Utility/Fire Team – Tracy Staggs, James Bedell, (Jesus Escobar, Val Ulivarri)

Utility/Fire Team Responsibilities

Shut off utilities (gas, electricity, water) in areas where hazards may worsen.

(Make sure to take note of where action has been taken and notify Jo Nemec.)

Help suppress or isolate fires until help arrives.

(Immediately notify Jo Nemec and continue only if safe to do so.)

Mercy Vallejos, New Media Tech, Crystal Islas, Sheila Bowers

Initiate Step 1 upon notification from Command Post

Step 1:

Student Release Team –

Mercy Vallejos, New Media Tech, Crystal Islas, Sheila Bowers

Student Release Team Responsibilities

Establish reunion points at each access location.

(Mercy Vallejos Okays release of all students. Students released by area according to the following requirements.)

As soon as parents arrive, begins to process the release of students to their parents or other authorized guardians.

Check student information to assure adult is authorized to take child.

Ask to see identification of person(s) wishing to take student.

Obtain the signature of person taking student.

Administration & Finance Section Chief – Jo Nemec (Records Team)

Administration & Finance Responsibilities – Supervises accounting and documentation

Mercy Vallejos

Records Team – Mercy Vallejos (North West Corner of Quad))

Records Responsibilities Team

Protect school records.

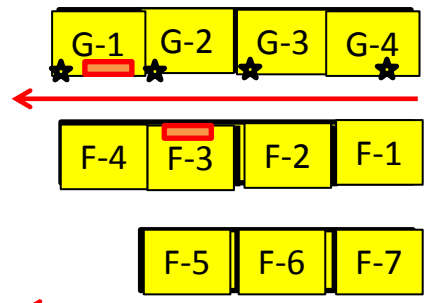
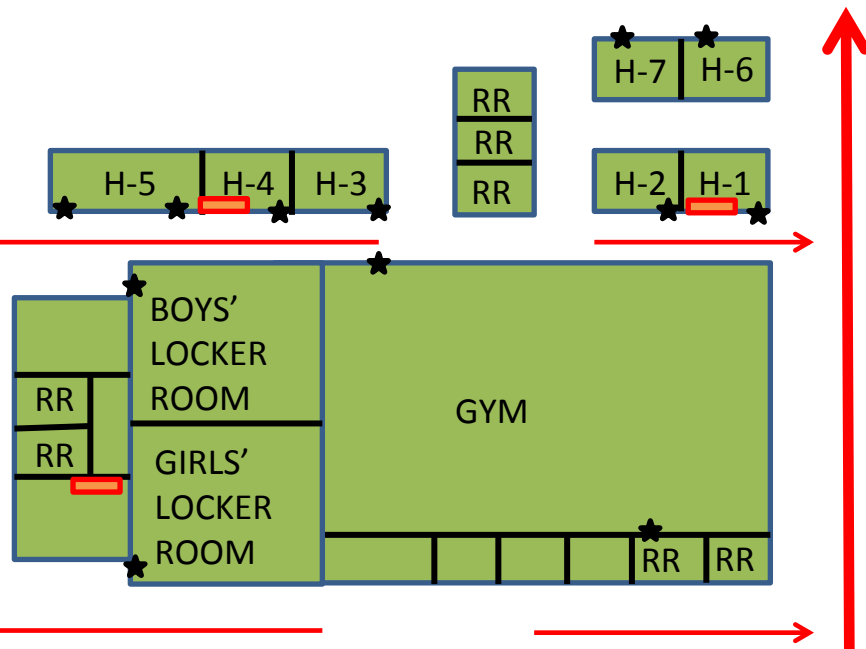
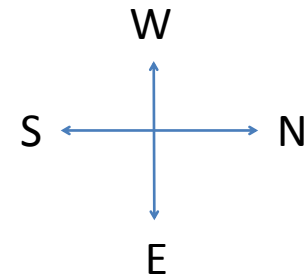
Collect all logs, student roll sheets, accounting data generated during the response.

Compile information necessary for reports and assessment.

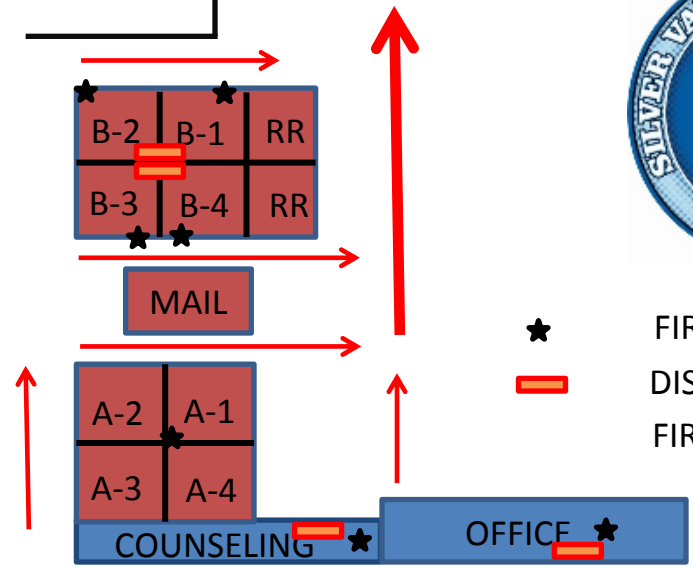
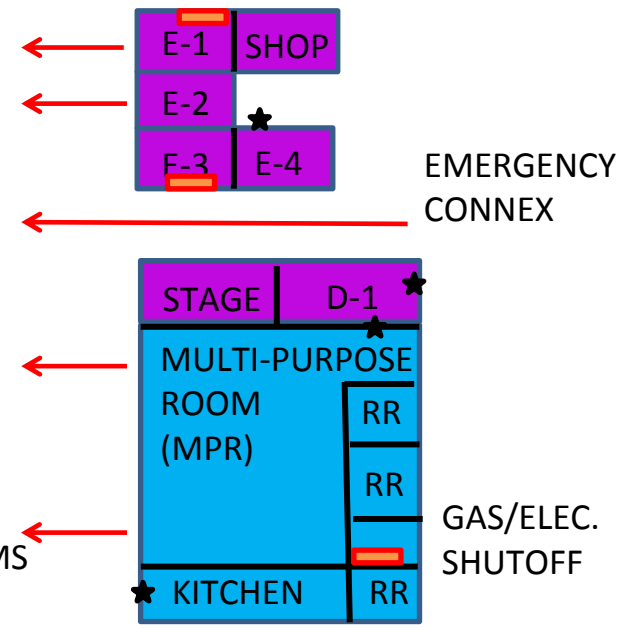
(Ensure that all documents are maintained in a safe and secure manner.)

Updated 1/8/19

EVACUATION ROUTES



- ★ FIRE ALARM PULL SWITCHES
- ▬ DISASTER BAGS
- ▬ FIRE EXTINGUISHERS ALL CLASSROOMS



WATER SHUTOFF

Updated 7/23/18

Students/Staff take Cover

IN ROOM	<p>Students line up at door 2 x2 while Teacher gets Disaster Kit and/or Disaster Bag and keys. Teacher assesses whether anyone is seriously injured. (if yes, Teacher places Red Card in door jamb, if no, Teacher places Green Card in door jamb) Place Disaster Bag outside of door.</p> <p>* During an Assembly, Athletic Event or Lunch</p>
TRANSITION	<p>Before leaving classroom area, Search Team and Rescue Team Teachers turn over their Students and Disaster Kit to their Supervisory Teachers, and report to the Command Post. <u>{for a response to an Earthquake}</u></p> <p>(Negin's to Heldreth's, Bowman's to Block's, Brooks' to Burns, Backlund's to Krum's or Zimmer's (Per. 5), Kittrell's to Palacol's, Dazzi's to Krum's, Lee' to Block's)</p> <p>Students and Supervisory Teachers quietly evacuate to the evacuation area.</p>
EVACUATION AREA	<p>Students are organized and directed to sit in alphabetical order. Students quietly listen and respond "Here" as Supervisory Teacher calls roll. Supervisory Teacher records any absent/missing students on AWOL Form. If all students are present the teacher writes his/her name on the AWOL Form.</p> <p>If all students are present and accounted for teacher displays Green Room Card to Area Leader. <u>{for Administrative Team to see in case of Fire}</u></p> <p>If any students are absent or unaccounted for teacher displays Red Room Card to Area Leader, and gives Area Leader a list of the names of the absent/missing students on an AWOL Form. <u>{for Administrative Team to see in case of Fire}</u></p> <p>Area Leaders send runner with AWOL Forms and Attendance Sheets from Labs to Command Post.</p> <p>Area Leaders and Supervisory Teachers maintain control until receiving All Clear or further directions.</p>
COMMAND CENTER	<p>Office Personnel create Master List of absent/missing students using AWOL Forms.</p> <p>Principal or designee determines needs and directs response.</p> <p>All Clear will be announced over both the radio and over the PA system</p>
TRANSITION	<p>Students and teachers quietly return to classrooms.</p> <p>Area Leaders: East; Stephanie Luna, West; Mike Meyer <u>{for a response to an Earthquake}</u></p> <p>* Students should report to their 1st Period teachers at the field</p>

Logistics Directions (3 pages) 2018-2019

Logistics Section Chief – Jo Nemec (Support, Communication, Student Supervision Teams)

Logistics Responsibilities– Ensures the provision of resources for the on-site response effort. Include procurement, delivery, and deployment of resources.

Mandy Paulsen, Tracy Staggs, Don Zimmer, (Jesus Escobar, Val Ulivarri)

Initiate Step 1 upon notification from the Command Post

Step 1:

Report to Jo Nemec at Quad and await direction for fulfilling Support Team Responsibilities as needed.

Support Team –Mandy Paulsen, Tracy Staggs, Don Zimmer, (Jesus Escobar, Val Ulivarri)

Support Team Responsibilities

Set up sanitation facilities.

Monitor sanitation and proper care of waste until it can be disposed of
(Determine if school facilities are functioning; if yes, notify Student Supervision Area Leaders (Stephanie Luna, Mike Meyer) and establish method of use; if no, notify Jo Nemec.)

Gathers food/water for distribution as needed.

(Work with available school personnel to gather if it is safe to do so.)

Set up area for sheltering/sleeping/eating.

(Communicate with Jo Nemec to establish strategy.)

(updated 1/8/19)

Julius Gonzales, Stephanie Luna, Mike Meyer, Mike Sullivan, Jessica Islas

Initiate Step 1 - 2 immediately in response to the situation

Step 1:

Take Charge of controlling internal radio communications as quickly as possible working together to avoid “talking over” each other.

Step 2:

Follow flexible suggested strategies.

Communication Team – Mike Sullivan, Mike Meyer, Stephanie Luna, Julius Gonzales, Jessica Islas

Communication Team Responsibilities

Provide best means of communication internally and externally.

(Determine if land-lines are functioning; establish staff/student cell phone availability)

Prioritize communications as (1) life-threatening, (2) property threatening, (3) non-emergency.

(Ensure that all radio communications identify priority level)

(updated 1/8/19)

Stephanie Luna (Area Leader East) Mike Meyer (Area Leader West)

Initiate Step 1 – Step 3 immediately in response to situation

Step 1:

**Student Supervision Team – Stephanie Luna (Area Leader East)
Val Burns, Jackie Brooks, Brandy McCurdy, Menerva Tamayo, Lori Krum, Dave Swaney, Frank Block. (Library, B-4 Lab, E-2 Weight Room, Stage)**

**Mike Meyer (Area Leader West)
Eman Museitef, Andreo Palacol, Heather Glenn, Rebecca Heldreth, Hortencia Mancilla, Mandy Paulsen, Susan Weaver, Don Zimmer, (F-2, G-1 Lab, H6/7 Period 5, H-2. H-5)**

Student Supervision Team Responsibilities

Evacuate areas using assigned evacuation routes.
Lead groups to assembly areas.

Step 2:

Take roll and report status to Area Leaders using **Green Room Cards, Red Room Cards, and AWOL Forms**
Area Leaders account for all rooms and send **AWOL Forms** and if needed Attendance Sheets with runner **New Media Tech** to Command Post.

Step 3:

Stay with group to supervise, inform, and reassure students throughout the duration of the emergency.
Relieve Support Team Teachers- Mandy Paulsen and Don Zimmer if they are called to the Command Post

(Updated 1/8/19)

Operations Directions (3 pages) 2018-2019

MIKE SULLIVAN

Safety Officer – Responsible for making safety inspection of buildings and facilities that may have been damaged, initially and subsequently. Ensure that all responders are working in a safe environment. Make changes to the plan as needed with approval of the Incident Commander.

Operations Section Chief – Mike Sullivan (First Aid, Search and Rescue, Safety & Security, Rapid Assessment Teams)

Operations Responsibilities – In charge of response efforts. Evaluate and act on operation information. Keep the IC informed of the response teams' activities.

Joshua Moul, Deborah Shields, Anastasia Gonzales, Jessica Islas, Alexandria Soviak

Initiate Step 1 upon notification from Command Post

Step 1:

Set up First Aid Station at the North East End of the Quad, gather supplies from Emergency Storage Container, organize materials, and further prepare for incoming victims.

Step 2:

Gather and record victim/s location and condition from Command Post and give Search and Rescue Team direction on victim/s and/or Disaster Bag retrieval.

Step 3:

First Aid Team – Wade Backlund, Joshua Moul, Deborah Shields, Alexandria Soviak, Jessica Islas, Anastasia Gonzales (North East Corner of Quad)

First Aid Team Responsibilities–

Triage victims. Administer first aid.

Record information about injuries and first aid administered.

Determine need for medical assistance.

Assure availability of necessary first aid supplies and equipment.

(Help in order of greatest need and survivability)

Step 4:

Be prepared to communicate with arriving First Responders

Julius Gonzales, New Media Tech and Tracy Staggs

Initiate Step 1 immediately in response to situation

Step 1:

Rapid Assessment Team – Julius Gonzales (TURN OFF WATER and Lock Parking Lot gates) then sweep (front of school) New Media Tech sweep (library, office, A, B, gym, and H) and Tracy Staggs (TURN OFF GAS AND ELECTRICITY, PUT CART AT WEST END OF QUAD then sweep (Café, D, E, F, and G)

Rapid Assessment Team Responsibilities

Perform initial assessment of damage to buildings and structures.

(Quickly report damage to Mike Sullivan)

Coordinate with Search and Rescue Team.

(Quickly report potential victim locations to Mike Sullivan)

Check perimeter of school for damage such as downed wires.

(Quickly check and report to Mike Sullivan any damage at school perimeter)

Step 2:

Physically report to the Command Post in the QUAD then proceed to your next assigned station Julius Gonzales -Safety Security Team, Ashleigh Heald-Runner, Tracy Staggs-Support Team

Initiate Step 3 once Search and Rescue Teams have cleared all victims to First Aid Station.

Step 3:

Safety and Security Team – Julius Gonzales, Shaun Kittrell, and John Lee (front of school)

Safety and Security Team Responsibilities

Upon evacuation, secures all buildings, lock doors and gates.

(Make sure that all secure)

Cordon off areas with apparent structural damage or other danger.

(Use caution tape)

Station team members at obvious school access points to direct parents, fire, rescue, police medical personnel.

(Julius Gonzales at Bus gate entrance, Shaun Kittrell at North Parking Lot gate entrance, John Lee at South Parking Lot gate entrance)

Prepares to receive neighbors who wish to volunteer.

(Contact Mike Sullivan for clearance)

Crystal Islas and Alexandria Soviak, Jackie Brooks and Deborah Shields

**Starla Negin and Tracie Dazzi, John Lee and Jonathan Bowman
Wade Backlund and Shaun Kittrell**

Initiate Step 1 upon notification from the Command Post

Step 1:

Search Teams –

Crystal Islas and Alexandria Soviak AREA 1 (Cafeteria, D, E, F5-F7),
Jackie Brooks and Deborah Shields AREA 2 (Front Office, Library, A,
Copy Room, B, Restrooms),

Starla Negin and Tracie Dazzi AREA 3 (Gym, Locker Rooms, H,
Restrooms)

John Lee and Jonathan Bowman AREA 4(F1-F4,G1->G-4)

Search and Rescue Teams Responsibilities –

Follow an orderly and pre-established sweep pattern.

AREA 1 (D-1→D-2, E-4→E-1, F-5 →F-7)

AREA 2 (Front Office, Library, A-4→A-3, Copy Room, B-4→B-1, Restroom)

AREA 3 (Gym, Girls' Locker Room, Boys' Locker Room, H-5→H7)

AREA 4 (F1→F4, G1→G4)

Check each classroom, office, storage area, auditorium, bathroom, outdoor area, etc. Check each area three ways: visually, vocally.

Report location of victims to Command Post using Radio

Look for obvious problems (structural damage, hazardous materials spills, fires, etc.) Report nature and location of observed problems to Command Post using Radio **Report imminent danger to Mike Sullivan.**

Step 2:

Proceed to your next assigned station (Deborah Shields, Alexandria Soviak **First Aid Team**, John Lee **Safety & Security Team**, Jackie Brooks, New SDC Teacher, Starla Negin, and Jonathan Bowman **Student Supervision Team**, Crystal Islas **Student Release Team**)

Rescue Team – Wade Backlund and Shaun Kittrell

Step 1:

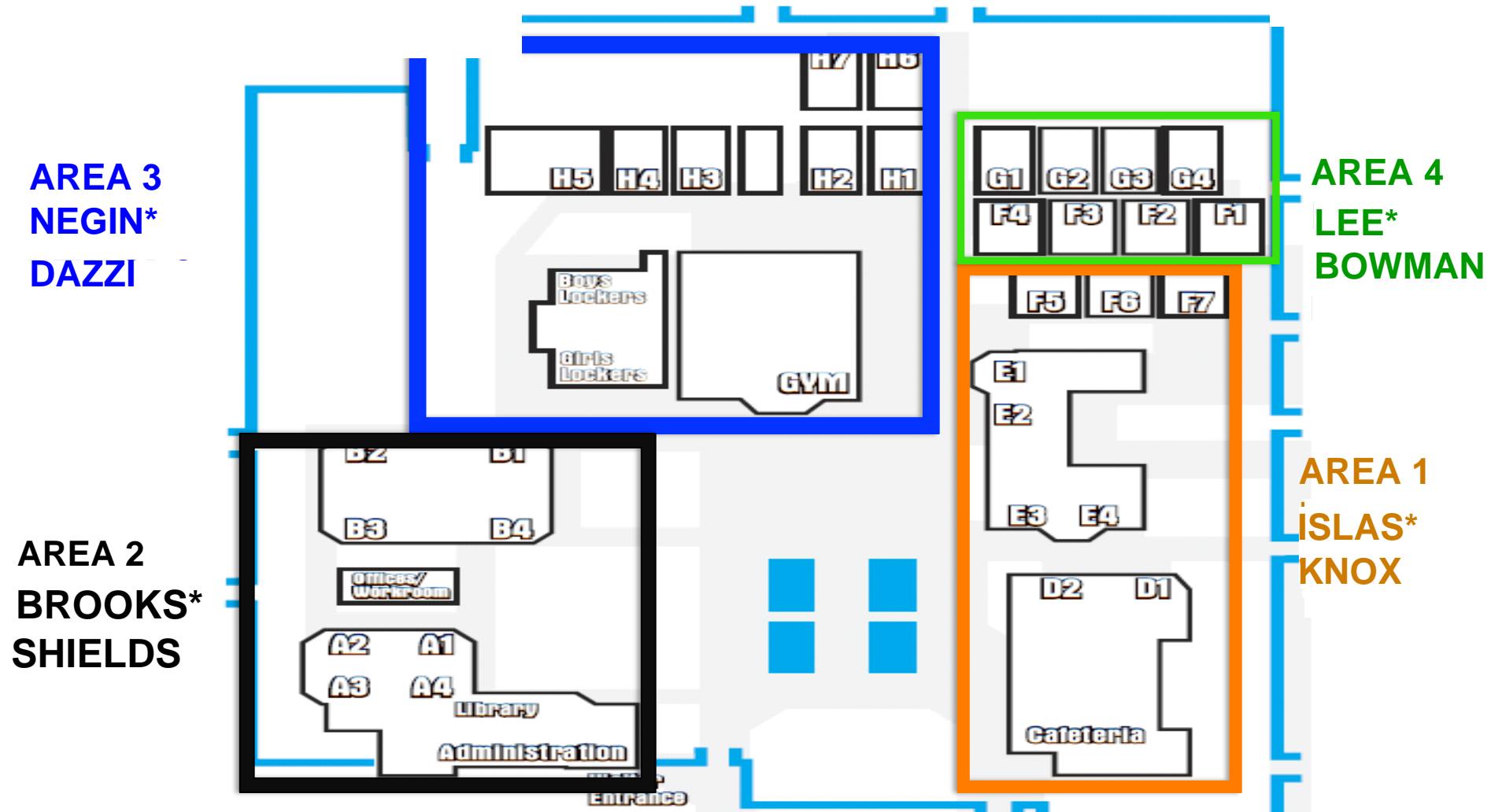
Physically report to Jessica Islas at the First Aid Station at the North East End of the Quad.

Retrieve Victim/s and/or Disaster Bags as directed.

Step 2:

Proceed to your next assigned station (Wade Backlund **First Aid Team**,
Shaun Kittrell **Safety & Security Team**) Updated 1/8/19

SILVER VALLEY HIGH SCHOOL SEARCH AND RESCUE SEARCH AREAS 2018-2019

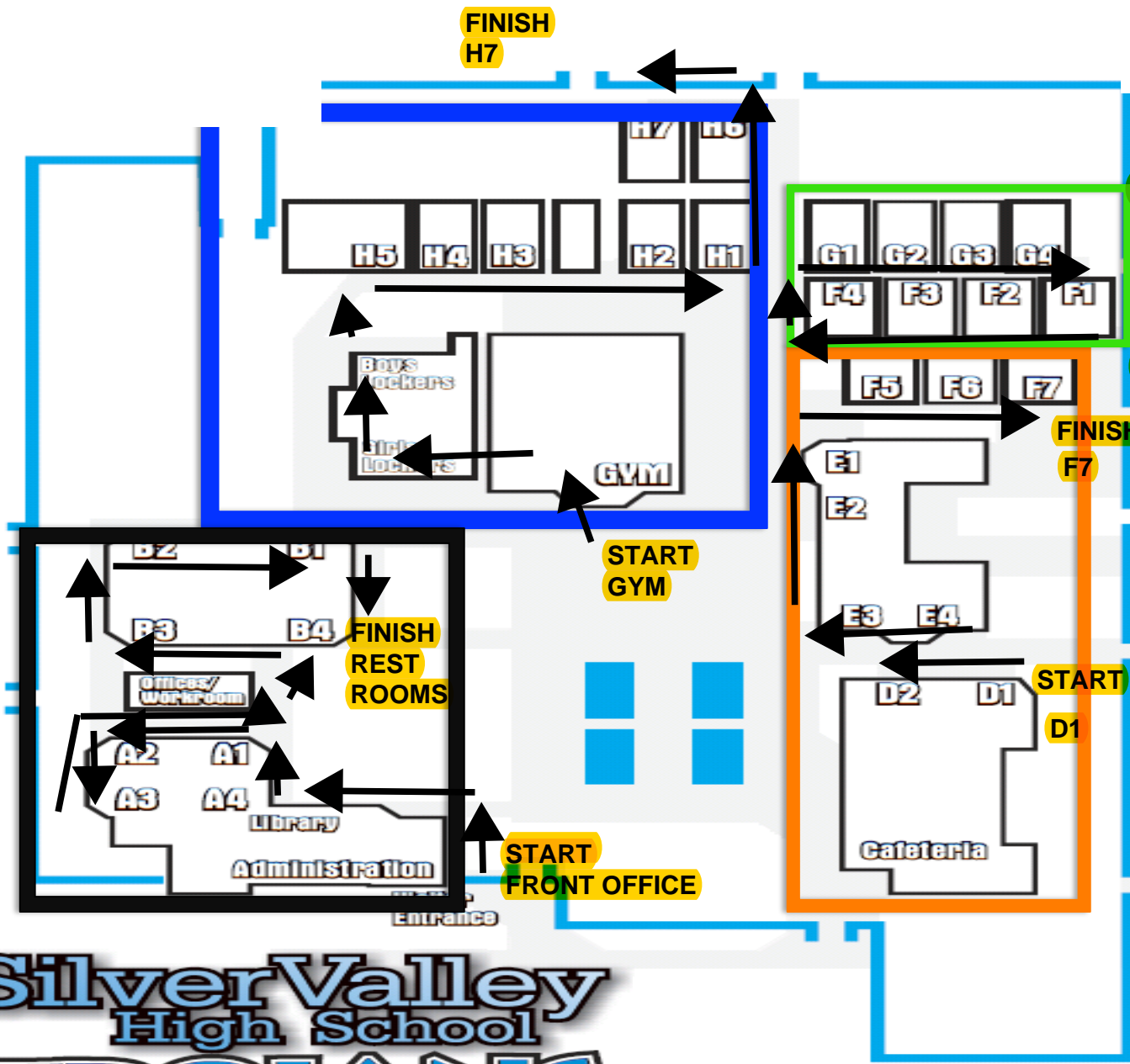


* GET MASTER KEY FROM QUAD

SILVER VALLEY HIGH SCHOOL SEARCH ROUTES

AREA 3
NEGIN*
DAZZI

AREA 2
BROOKS*
SHIELDS



FINISH G4
AREA 4
LEE*

START F1
BOWMAN

AREA 1
ISLAS*
SOVIAK



* GET MASTER KEY
FROM OFFICE

BASEBALL/SOFTBALL
FIELDS



H-5 H-4 H-3
H-2 H-1
H-7 H-6

FOOTBALL
FIELD



G-1 G-2 G-3 G-4
F-4 F-3 F-2 F-1

LOCKER
ROOMS

GYM



B-2 B-1
B-3 B-4



MAILROOM

A-2 A-3

A-1 A-4

LIBRARY

ADMIN

PARKING

D-2 D-1
CAFETERIA
KITCHEN

F-5 F-6 F-7

E-1 E-2
E-3 E-4

BUS LANE



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PBIS HANDBOOK

2018-2019

Table of Contents

	Item		Page
1.	Welcome Letter		3
2.	What is PBIS?		4
3.	PBIS at SVHS		5
4.	School-Wide Expected Behaviors		7
5.	Behavior Expectations Contract	Front Office	8
6.	12 th Grade Behavior Expectations Contract	Front Office	9
7.	Behavior Flow Chart		10
8.	Consequences/Detention	Front Office	11
9.	Minor Problem Behaviors		12
10.	Major Problem Behaviors		13
11.	Effective Classroom Management Self-Assessment		14
12.	Effective Teaching Strategies/Resources		15
13.	Tier 2-Tier 3 Interventions	PBIS Coach	16
14.	Questions/Concerns	PBIS Team	17

Welcome!

2018/2019

Dear Fellow Staff Member,

Since the implementation of PBIS we have seen a sharp decrease in negative discipline behaviors, but still have room for improvement. We believe that this accomplishment is due, in part, to the increased consistency in recognizing when students do, and do not, meet our behavior expectations. Increasing consistency will continue to be a focus for this school year.

The most powerful tool we have at our disposal for teaching appropriate behavior is the feedback we give students when they do and do not meet our expectations. If we do not consistently recognize those behaviors we expect, then we have no business continuing to expect them. It is equally important to understand that if we do not consistently recognize those behaviors we do not expect, then we have no business expecting that they will change. Consistently addressing students when they do, and do not, meet our behavior expectations will increase compliance, provide them with greater structure, and clarify expected behavior. The objective is not necessarily to get tough, but to **show P.R.I.D.E.!**

The feedback we provide occurs within the context of a relationship; the better the relationship the more effective the feedback. Students may not remember what we teach them but they will remember how we teach them. If we show and expect P.R.I.D.E., it will improve the overall climate and lay a foundation for building relationships with students that will pay dividends in the future.

Together, through consistency and positive relationships, we will improve the behavior of all students.

Thank you-The SVHS PBIS Team 😊

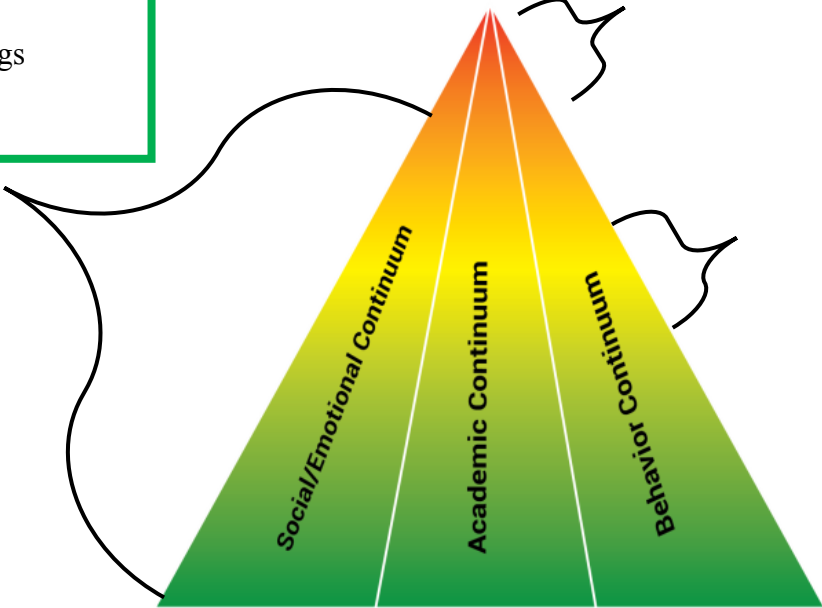
What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered prevention framework used for implementing and sustaining evidence-based interventions to meet the needs of all students. Schools implementing PBIS Tier I supports for all students prevent the development or exacerbation of behavioral challenges, increase the occurrence of pro-social skills and enhance overall school culture. The PBIS implementation framework is designed to enhance academic and social behavior outcomes for all students by: emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evidence-based practices organizing resources and systems to improve durable fidelity

Primary Intervention:
School/Classroom-Wide Systems for **All** Students, Staff, and Settings

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Needs

Secondary Prevention:
Specialized Group Systems for Students who Need More Supports



Silver Valley Unified School District

All 7 schools in the district are implementing PBIS. PBIS is not only part of the Site Strategic Plan but in the District Strategic Plan.

Behavioral Statement of Purpose

Silver Valley High School is establishing a positive community of learners and educators whose “Integrity is the Center of Our P.R.I.D.E.” (Prepared, Respectful, Integrity, Dependable, Engaged).

Positive Behavioral Expectations

Prepared

Respectful

Integrity

Dependable

Engaged

SVHS Staff Norms

Ask Questions

Engage Fully

Integrate New Information

Open Your Mind to Diverse Views

Utilize What You Learn

School Wide Incentives

1. **Daily** ([PRIDE Bucks](#)) Students earn these by exhibiting [PRIDE](#), given out by staff members, and use them to purchase items at the monthly [PBIS Trojan Café](#)
2. **Weekly** ([Snack Bag Drawings](#)) Students are eligible to win these by having perfect attendance and No Office Discipline Referrals (ODRS)
3. **Monthly** ([Class 'Subway' Lunch](#)) Classes of students are eligible for this if when classes are 'randomly checked' teacher verifies that all students have fully used their agendas/calendars and their grades for the week and parent signature.
4. **Quarterly** ([5 PRIDE Bucks](#)) Students earn these by 'dressing up' per Spirit Week expectations, and used them to purchase items at the monthly [PBIS Trojan Café](#)
5. **Quarterly** ([PRIDE Prize Drawings and Celebration Schedule](#)) Students who have earned [Golden PRIDE Bucks](#) and have No ODRS are eligible. Students earn [Golden PRIDE Bucks](#) which are kept in a bank (Google Sheet), one for each of the following: by having 97% or higher attendance, No ODRS, a 3.0 or higher GPA, be on a Team, be in a Club, have a Job, be going to College
6. **Semester** ([PBIS Field Trip](#)) Students are eligible if they have: Perfect Attendance, No ODRS, 3.0 or higher and No Fs, Participate in an Activity, Club, Athletics, have a job, be concurrently enrolled in college)
7. **Yearly** ([It's a Gas to go to Class Drawing](#)) Students are eligible to win a car, truck, or other prizes if they meet the 'Perfect Attendance' requirements.

School-Wide Expected Behaviors Matrix

	ALL AREAS	OFFICES/ LIBRARY	CAFETERIA / QUAD	ATHLETICS/ EVENTS	BUS	RESTROOMS	CLASSROOMS
PREPARED	Have your pass out and visible	Know what you need	Have your ID # and/or money ready	Know your role as a spectator/audience member	Know your route # and bus driver's name	Have a pass and go to the nearest restroom	Be on time and have materials ready
RESPECTFUL	Be kind to others	Be polite	Dispose of your own trash	Be welcoming to visitors/presenters	Follow bus driver's rules and directions	Wash your hands and keep restroom clean	Communicate academically
INTEGRITY	Be honest	Have a genuine reason/need	Eat your own food	Model responsible behavior	Be honest with the driver	Have a genuine need	Think critically and share creatively
DEPENDABLE	Be trustworthy	Have a pass from your teacher	Use your time wisely	Pay attention listen and follow directions	Be on time at your stop	Return to class quickly	Collaborate effectively
ENGAGED	Always show you're doing your best	Communicate your needs effectively	Have fun and eat your lunch	Encourage participants	Follow safety rules	Report maintenance problems to the office	Focus your attention on your assignment

All students are **REQUIRED** to submit their behavior contracts. Both student and parent **MUST** sign. **ONLY** 12th Grade students receive an additional behavior contract to participate in 12th grade end of the year activities.



Silver Valley High School

Home of the Trojans!

I _____ promise SVHS staff members, my parents and myself to honor the school-wide behavior expectations. I understand that violations of the expectations will result in removal from participating in any activity.

1. If I choose to misbehave, I will receive the following consequences:
 - 1st Minor=Conference with Administrator or Designee/Parent Contact
 - 2nd Minor=Conference with Administrator or Designee/Detention/Parent Contact
 - 3rd Minor= Conference with Administrator or Designee/Detention/Parent Contact
 - 4th Minor= Conference with Administrator or Designee/After School Detention/Parent Contact
 - 5th Minor= Conference with Administrator or Designee/After School Detention/Parent Contact (5th Minor may be considered a Major and “Disruptive”)

2. A Major violation will result in exclusion from Co-Curricular and Extracurricular Activities and may result in out of school suspension.

3. I will earn the opportunity to take part in Co-curricular and Extracurricular Activities, such as Dances, Pep-Rallies, Field Trips, and Interscholastic Athletic Teams if I have no more than 1 Minor within any Quarter upon review of the PBIS Team. If I have more than 1 Minor within any Quarter, I understand that I will be placed on Probation for participation in all Activities for the remainder of that Quarter. If I have any majors within any quarter I understand that I will immediately be ineligible for participation in all Activities for the remainder of that quarter. I further understand that if I have more than 1 Minor or any Majors within that or any subsequent Quarter, I understand that I will be Ineligible to take part in Co-Curricular and Extra-Curricular Activities for that Quarter.

I understand that my parent will be contacted. I also understand that when my behavior reaches a point considered “Disruptive”, a conference will be held with the appropriate team, and my parent/guardian and I will be required to attend.

Please sign and return bottom portion to your English Teacher.

----- (cut or tear here) -----

I have received, read and understand the Silver Valley High School Behavior Expectations document.

Student’s Name (Print)_____ Student’s Signature _____

Parent/Guardian’s Name (Print) _____ Parent/Guardian’s Signature _____

English Teacher Name (Print)_____

Date Received by English Teacher _____ English Teacher Initials _____



Silver Valley Unified School District
35484 Daggett-Yermo Road
Yermo, CA 92398
Phone (760) 254-2963 Fax (760) 254-3043
Mike Sullivan – Principal

Home of the Trojans!

Silver Valley High School
12th Grade Behavior Expectations

The Associated Student Body (ASB), (Positive Behavior & Interventions and Support, (PBIS) Team and staff will be planning activities throughout the school year. To enjoy the privilege of participating in these activities, your support and involvement in fundraising will be necessary. These activities may include:

- Prom
- Senior Trip
- Senior Grad Night

(Senior package purchases may be voided in part or in whole based on the following expectations)

Your participation in these events is dependent upon your grades and behavior. You must meet all of the following criteria:

- A signed 12th Grade Behavior Expectations document
- A signed Silver Valley High School Behavior Expectations document
- Have earned a Grade Point Average (GPA) of 2.0 or higher with no more than (1) F and be on track to graduate (no more than 5 credits deficient)
- Have 1 or less bus referrals
- Have zero trancies and 3 or less unexcused absences
- Have 1 or less Minor violations in any Quarter

I may be removed from any Activity, upon review of the PBIS Team, if I fail to meet the above criteria.

- Have zero Major violations

I will be removed from participating in all Co-Curricular and/or Extracurricular Activities during that Quarter. Further I may not be allowed to participate in Activities during subsequent Quarters upon review of the PBIS Team, if I fail to meet the above criteria.

Please sign and return bottom portion to your English Teacher.

-----**(cut or tear here)**-----

I have received, read and understand the Silver Valley High School 12th Grade Behavior Expectations document.

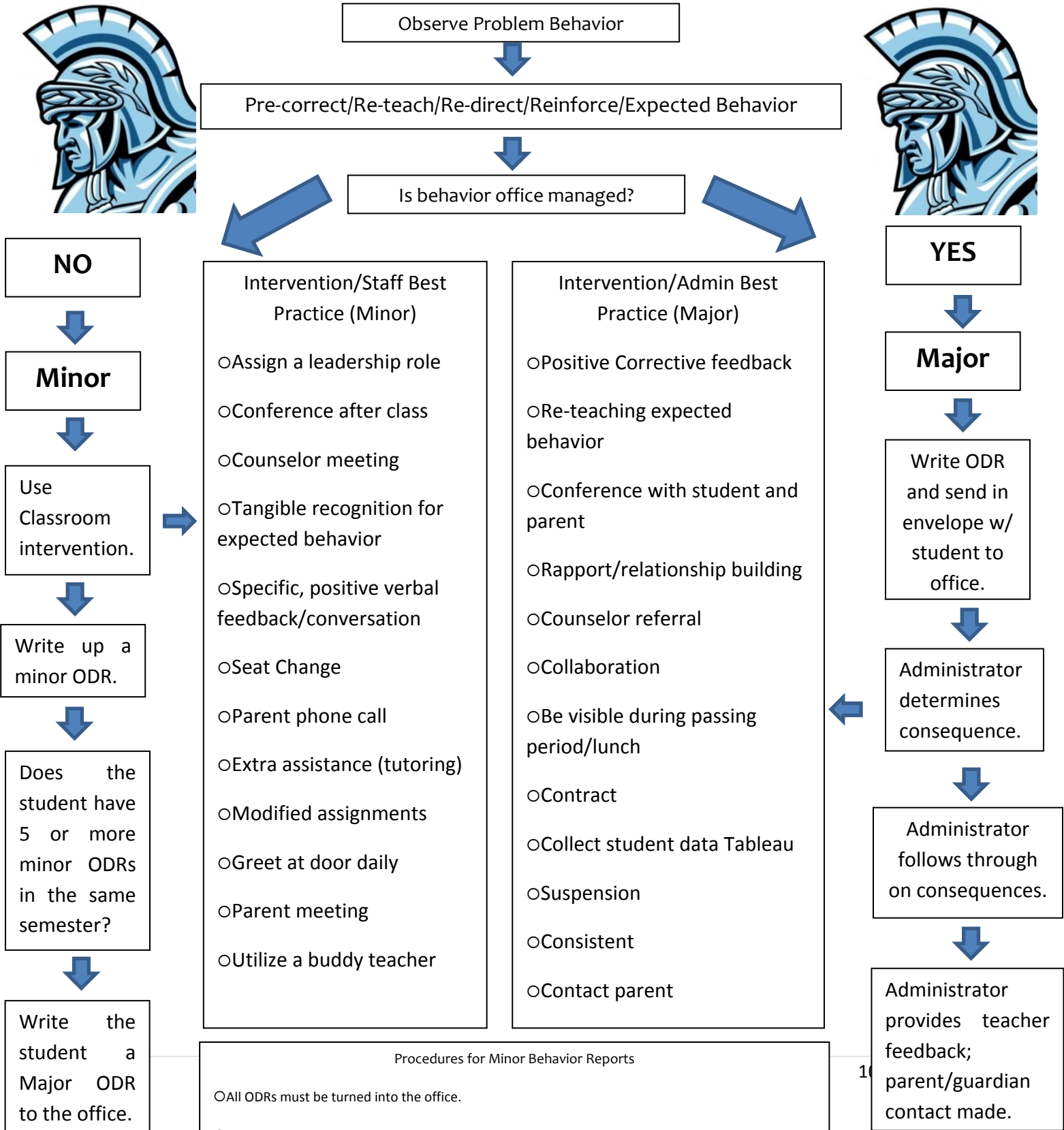
Student's Name (Print) _____ Student's Signature _____

Parent/Guardian's Name (Print) _____ Parent/Guardian's Signature _____

English Teacher Name (Print) _____

Date Received by English Teacher _____ English Teacher Initials _____
 Date Received by English Teacher _____ English Teacher Initials _____

Silver Valley High School Behavior Flow Chart



Consequences

Every time an ODR is filled out a parent/guardian will be contacted. Teacher SHOULD contact parent/guardian prior to sending the Minor ODR to the office.

Consequences for Minor Violations of Campus Expectations

1st Minor=Conference with Administrator or Designee/Parent Contact

2nd Minor=Conference with Administrator or Designee /Lunch Detention Assigned/Parent Contact

3rd Minor= Conference with Administrator or Designee / Lunch Detention Assigned/Parent Contact

4th Minor= Conference with Administrator or Designee /After School Detention Assigned/Parent Contact

5th Minor= Conference with Administrator or Designee /After School Detention Assigned/Parent Contact

(5th Minor may be considered a Major and "Disruptive" Check-In Check-Out or other Tier 2 Intervention will be implemented)

When student behavior reaches a point considered "Disruptive", a conference will be held with the appropriate team, and parent/guardian and student will be required to attend. Students who continue to exhibit ongoing negative behaviors will be recommended for Counseling Services, a Behavior Support Plan, (BSP) or may receive an Out of School Suspension.

Detention

Silver Valley High School's Detention is a discipline option that school administrators may choose at their discretion. Detention may be assigned during lunch or after school. After school detention is typically held Tuesdays and Thursdays from 2:30 pm - 4:30 pm. Students are expected to complete school work assigned by their teachers or will be expected to review or preview their schoolwork. Students will not be permitted to have their personal cellular or other electronic devices out during Detention. Students will be given a detention 'reminder' the early part of the day on which they are to serve detention.

Minor Problem Behaviors

Classroom managed behaviors are 'minor' problems that can be redirected quickly without significantly disrupting the flow of instruction or school activity. However, if interventions have been noted on the ODR (a minimum of 3) then the ODR can then be sent to the office. Please ensure that all sections of the ODR are filled out.

Minors are:

Not Prepared:

3 or more Dress Code Violations – Student wears clothing that is near, but not within, the dress code guidelines defined by the school

Not Respectful:

Disruption- Student is disturbing other students or teacher during class time.

Defiance- Brief or low intensity failure to respond to adult request

Disrespect- Student delivers low-intensity, socially rude, or dismissive messages to adults or students

Insubordination- Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.

Inappropriate Language- Low level instance of inappropriate language. Accidental slip of inappropriate language, poor choice of words used in common areas/classrooms, non-directed verbal assault, hand gestures (includes implied meanings without literal verbiage).

Not Showing Integrity:

Drama/Rumor Spreading/Teasing- Student instigates or is involved in conflicts, arguments, and fights; student is found to be positioning peers against each other. Student delivers disrespectful messages to another person.

Inappropriate PDA- Student engages in inappropriate (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or non-consensual.

Academic Dishonesty/Plagiarism- low intensity event of student use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work

Not Dependable:

Property Misuse- Student engages in low-intensity misuse of property.

Inappropriate Use of Technology- Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer

Not Engaged:

Horseplay/Physical Contact- Student engages in non-serious, but inappropriate physical contact

Electronics/Telecommunications- Low level instance of student personal technology use at an inappropriate time

Other _____

Major Problem Behaviors (Office Managed)

Problem behaviors that are considered 'Major' and require the student be sent to the office include any behavior that places self or others at physical risk and/or prevents the on-going delivery of instruction and violates school rules/expectations. Please ensure that all sections of the ODR are filled out.

Majors are:

Not Prepared:

Tardiness- Student is 30 or more minutes late to class

Not Respectful:

Vandalism- Student participates in an activity that results in destruction or disfigurement of property

Sexual Harassment- Student engages in uninvited and unwelcome verbal or physical behavior of a sexual nature

Bullying/Cyberbullying/Harassment- The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.

Profanity directed at a staff member- Student delivers verbal messages to staff that include swearing, name calling, or use of words in an inappropriate way.

Not Showing Integrity:

Forgery- Student has signed a person's name without that person's permission, or claims someone else's work as their own.

Theft- Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property

Repeated Plagiarism- Multiple instances of minor plagiarism offenses.

Drugs/Alcohol- Unlawfully possessed, used, sold, furnished, or was under the influence of any controlled substance, alcohol, or intoxicant. Unlawfully offered, possessed, arranged, or negotiated to sell any drug paraphernalia.

Tobacco- Possessed or used tobacco or tobacco products.

Weapons- Possessed, sold, or furnished any knife or firearm; Possessed an imitation firearm; Possession of any knife, explosive, or dangerous object of no reasonable use to the pupil; Brandishing a knife at another person;

Not Dependable:

Truancy- Student receives an "unexcused absence" for ½ day or more

Property Damage- Student participates in an activity that results in destruction or disfigurement of property

Not Engaged:

Caused or attempted to cause injury/Mutually Combative/Fighting- Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).

Effective Classroom Management & Instructional Strategies

Self-Assessment

Classroom Management Strategies	Rating
1. Classroom structure is organized to support typical activities and smooth transitions with sufficient space to move around class and access all materials .	Yes No
2. Classroom behavioral expectations are clear, positively stated & posted.	Yes No
3. Classroom routines are clear, taught to students & prompted by teacher.	Yes No
4. Students are greeted by teacher as they enter classroom.	Yes No
5. Teacher has at least 4 positives for each negative student contact. (class or student)	Yes No
6. Class begins with a review of key points from previous lesson(s). Including but not limited to a "get started" activities that all students can complete successfully.	Yes No
7. Teacher states objective(s) of lesson prior to beginning teaching.	Yes No
8. Teacher continuously and actively supervises (moves, interacts, & scans with head up) throughout the instructional activity.	Yes No
9. Teacher handles most minor rule violations quickly and discreetly	Yes (NA) No
10. Teacher uses pre-correction to prevent predictable student problem behaviors.	Yes No
11. Teacher follows school procedures for handling major rule violations.	Yes (NA) No
12. Transitions before, during, and after the activity are smooth and efficient.	Yes No
13. Teacher appears prepared for the activity (e.g., clear outcome/ objective, materials are easily accessed, instructional plan).	Yes No
14. Teacher begins activities with a clear explanation of the outcome/objective of the activity.	Yes No
15. Most (>80%) of the allocated time is utilized for instruction & active student engagement .	Yes No
16. Instruction actively engages students in observable ways (writing, participating).	Yes No
17. Each student has multiple opportunities to actively respond and participate.	Yes No
18. Teacher frequently checks for student understanding .	Yes No
19. Teacher ends activities knowing how many students met learning outcome and provides specific feedback about student academic and social performance.	Yes No

20. **Follow-up activities** are provided for developing fluency in any new concepts that were taught.

Yes No

Effective Teaching Strategies

Effective Teaching Strategies

- There are high rates of engaged time
- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
 - Teach expectations about transition
 - Pre-corrects & advanced organizers
- Clear group expectations
 - Stated positively
 - Stated succinctly
 - Stated in observable terms
 - Made public
 - Enforced and recognized
 - Small number
 - Taught
- Positive Climate
 - Communicate expectations for achievement
 - Safe, orderly, and focused environment for work
 - Smooth group prevention management strategies
- Appropriate pacing
- Frequent questioning
- Appropriate feedback given to students
 - Always provide immediate feedback
 - Always provide precise feedback
 - Combine feedback with instruction
- There are high expectations for student learning
- Incentives and recognition are used to promote excellence
- Personal interactions between teachers and students are positive

Additional Resources

<https://www.pbis.org/>

<http://www.pbisworld.com/>

Tier 2 / Tier 3 Interventions

Tier 2 Interventions

Check In Check Out (CICO)

Check in Check out is a six week program for students who are frequently engaging in problem behaviors in multiple settings. CICO allows the student to receive feedback and adult support on a daily basis. The student meets with their CICO coordinator in the morning to get their feedback form. The student's teachers then provide quick and instructional feedback on the form at the end of each period. The student returns to their CICO coordinator at the end of each day to discuss how the day went. The feedback form is then sent home with the student to be signed by a parent/guardian.

Self Monitoring Strategies

Self Monitoring is an intervention that can be used in one or all of a student's classes. Self monitoring promotes independent, responsible, and on task behaviors. The student keeps a tally or chart on which they can record their appropriate behaviors. For example, a student who frequently speaks out of turn might keep a tally of how many times they raise their hand. When they meet a certain goal, they will be positively rewarded.

Counseling services

If a student is over emotional, has trouble calming down, or otherwise has needs that are greater than the teacher can provide in the classroom setting, counseling may be appropriate. The Military and Family Life Counselor and school counselor are available for students in need.

Alternatives to Suspension

In-school suspension may be assigned to students as an alternative to suspension. In-school suspension may be appropriate for students who get suspended frequently or on purpose. It may also be appropriate if instruction is needed, but a consequence or discipline is warranted.

Tier 3 Interventions

Behavior Support Plan (BSP)

Behavior Support Plans provide more intensive intervention and monitoring. They are individualized plans that involve teachers, support staff, the student, and parents/guardians actively. BSPs are created when students exhibit consistent and significant behavior problems that interfere with their learning and/or the learning of others in the class.

Counseling services

Silver Valley Unified School District provided counseling services, or Desert Mountain Special Education Local Plan Agency, (DMSELPA) provided counseling services.

Recommending students

If you have a student for which you think Tier 2 or Tier 3 intervention strategies would be appropriate, please see Ms. McCurdy or Mr. Sullivan for a Request for Assistance form. All Requests for Assistance forms will be reviewed by the PBIS Tier 2 team. A response will be provided within 3 days.

Questions/Concerns

The SVHS PBIS team is here to help!

Administrator: Mike Sullivan x 2108

PBIS Coach: Andreo Palacol x 2272

Team Members are:

Wade Backlund x 2241, x 2287

Jackie Brooks x 2211

Val Burns x 2126

Beverly Garcia

Crystal Islas x 2106

Lori Krum x 2254

John Lee x 2266

Mike Meyer x 2231

Eman Museitef x 2234

Andreo Palacol x 2253

Debbie Shields

