

Inspire School of Arts and Sciences

Safe Schools Plan 2016 – 2017

Planning Committee Members:

Safety Team Members:

School Principal:	Jerry Crosby
Assistant Principal:	Dan La Bar
Chico Police Officer:	Cameron Kovacs
Teacher in Charge:	Antonio Isern
Teacher:	Marysol de la Torre
Counselors:	Molly Becraft & Tasha Teeter
School Office Manager:	Jana Gosselin
Campus Supervisor:	Diane Kennedy
Campus Supervisor:	Josh Collado
Campus Supervisor:	Carol Foraytor
Senior Custodian:	David Nemmet-Nasser
Night Custodian:	Jeremi Sands

Table of Contents

Section 1: Incident Response Team, Disaster Procedures

Incident Response Team	Page 1
Code Red Lock Down	Page 4
Need Assistance Procedure	Page 5
Bomb Threat Procedure	Page 5
Fire Explosion Procedure	Page 5
Shots Heard or Fired Procedure	Page 6
Earthquake Procedure	Page 6
Evacuation Procedure (Relocation/Reunification)	Page 7

Section 2: School Safety Maps

School Map Ingress/Egress	Page 8
Emergency and Evacuation Map	Page 9
Utility Shut-offs Map	Page 10
Hazardous Material Map	Page 11
Fire Extinguisher/ Defibrillator Map	Page 12
Teacher Room and Phone Ext.	Page 13
Supervision Map	Page 14

Section 3: Staff Information

All School Staff Contact Information	Page 15
Extension List by Staff/Room	Page 16
Master Schedule	Page 17

Section 4: Substitute Teacher Procedures	Page 19
Section 5: Mission and Vision Statement	Page 20
Section 6: School Profile	Page 21
Section 7: Safe Schools Assessment	Page 21
Section 8: Mental Health Services and Mandated Reporting	Page 24
Section 9: Discrimination and Harassment Policy and Procedures	Page 26
Section 10: Discipline Policy and Code, Bullying Prevention	Page 27
Section 11: At-Risk Concerns; Dress Code Provisions, providing a safe and orderly Environment conducive to learning	Page 29
Section 12: Supervision and Notification to Teachers of dangerous students (Ed Code 49079)	Page 31

**Section 13: Parent and
Community Involvement**

Page 32

**Section 14: Visitors and
Disruptions to Educational Process:**

Page 33

Section 1: Incident Response Team, Disaster Procedures, Supervision Detail, Egress and Ingress

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System.

Inspire School of Arts & Sciences INCIDENT RESPONSE TEAM 2016 – 2017

Incident Coordinator:	Jerry Crosby
Incident Coordinator Assistant:	Dan La Bar
Scribe(s):	Jessica Daly / Doris Luther
Operations/Logistics:	Jana Gosselin / Doris Luther
Safety & Re-unification:	Lisa Higbee, Martha Leach Molly Becraft & Tasha Teeter
Liaison/Intelligence:	Dan La Bar
Public Information:	District Office Personnel

Responsibilities of Incident Coordinator **Jerry Crosby**

- Notify 9-1-1 and district office
 - Take proactive action to stabilize the scene.
 - Assess potential danger and unsafe conditions.
 - Assume command; select and establish appropriate command post.
 - Establish communication with appropriate officials to determine specifics of location and threat level.
 - Classify threat level: Brief incident personnel.
 - Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.
 - Supervise and direct the activities of all personnel.
 - Provide regular updates of the scope and size of the incident to Incident Command personnel.
 - Work with District Personnel to approve the release of all information to the news media.
 - Refer pertinent information to Operations/Logistics.
 - De-escalate process: Coordinate reports to all Incident Command personnel.
 - Set objectives and approve plans for return to normal operations.
 - Complete activity log, and after-incident reports for school debriefing.
 - Prepare plan of incident for debriefing.
-

Responsibilities of Incident Coordinator Assistant **Dan La Bar**

- Communicate to staff as directed by the Incident Coordinator.
 - Identify responding agencies to determine locations of all assisting personnel.
 - Continually update incident action plans.
-

Responsibilities of Scribe(s) **Jessica Daly (primary), Doris Luther (backup)**

- Maintain ongoing command post journal.
 - Monitor Catapult EMS map of incident locations and response.
 - Update minutes from briefings.
-

Responsibilities of Operations/Logistics **Jana Gosselin (primary), Doris Luther (backup)**

- Work with responding agencies.
- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish staging area for resource delivery.
- Maintain an activity log, and prepare after-activity reports for debriefing.
- Request resources with Public Information/district office and supporting agencies.
- Inform Incident Coordinator of resources being deployed.

Responsibilities of Operations/Logistics (Cont...)

- Maintain a visible chart of resources requested.
 - Maintain staging area, and staging personnel.
 - Establish and maintain communications between staging area and Operations/Logistics.
 - Maintain a log of the agencies deployed, and the location of safety personnel
-

Responsibilities of Safety & Re-unification

Lisa Higbee & Martha Leach

- Account for students and adults on campus, absent, or in transit
- Maintain log of students remanded to guardians.

Molly Becraft & Tasha Teeter

- Coordinate escort of students to guardians.
 - Monitor operational activities to assess potential danger and unsafe conditions.
 - Maintain a safe and clear entrance and exit to site.
-

Responsibilities of Liaison/Intelligence

Dan La Bar

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.
 - Maintain contact with responding agencies, and locations of assisting personnel.
-

Responsibilities of Public Information

DISTRICT OFFICE PERSONNEL

- Prepare information summary on media coverage for command post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meetings between news media and incident personnel as directed by the Incident Coordinator.
- Obtain copies of all media released and post them in the command post for review.

Code Red Lock Down

EMERGENCY ACTION AND WARNING SIGNALS

1. Notification of emergency will be announced by the Principal or designee via appropriate warning device or written notice.
2. When the **CODE RED (lockdown)** alert is given, staff **must** take the following actions:
 - > **Immediately** direct students into nearest classroom or supervised rooms
 - > Lock doors and close curtains;
 - > Turn off lights
 - > Students to remain in classroom
 - > Wait for instructions from Incident Coordinator or appropriate site administration

Threat Levels: District Emergency Personnel recognizes there are different levels of Emergency and will respond to emergencies depending on the Code Red (lockdown) threat levels as described below:

Level III - Emergency Lockdown

- Dangerous incident occurring.
- Immediately proceed to classroom or other securable building.
- Lock doors
- Curtains/windows closed
- Lights off
- Students on ground/under desks or hidden
- Wait for instructions from Incident Coordinator

Level II - Standby Lockdown

- Potential danger
- Keep doors locked
- Keep curtains/windows closed
- Students remain seated
- District Emergency Personnel are alerted and on standby to assist.
- Extended duration is possible.
- Wait for instructions and updates from appropriate site administration.

Level I - Monitor Shelter in Place

- No immediate danger
- Duration unknown.
- Keep doors locked.
- Keep curtains/windows closed
- Lights can remain on
- No unsupervised movement outside of buildings.
- Wait for instructions and updates from appropriate site administration.

EVACUATION will begin with a Fire Alarm, an announcement, “This is an evacuation.” or emergency personnel will come to your door.

Need Assistance

During a lockdown, the "NEED ASSISTANCE" page can be placed in a window to notify police and emergency personnel that staff or students need assistance as soon as possible. The following are reasons that you may need to post this sign:

- 1) Injury
- 2) Medical Need

BOMB THREAT PROCEDURE

BOMB THREAT: A suspected bomb or explosive device **has been reported, but not located.**

BOMB EMERGENCY: A bomb has been located.

All threats directed toward the school will be taken **seriously**. The site administrator will contact law enforcement and initiate next steps. The site administrator will be responsible for communicating necessary procedures/actions to staff and District Office.

BOMB EMERGENCY PROCEDURE:

1. **Do not in any way handle or move a suspected explosive device.**
2. **Call 911.** The dispatcher will ask for information. Call the district office at 891-3001 ext. 149.
3. Announce "this is an evacuation" over the school PA system
4. Account for students and evacuate in an orderly manner.
5. Move students a safe distance from the buildings or bomb site and account for all students.
6. If necessary, render first aid.
7. Be aware of potential second device - stay away from original bomb site, buildings or vehicles. Open areas are best location for gathering/accounting process.
8. Return to the buildings only when the ALL CLEAR signal is given.

Fire/Explosion

Fire

1. Sound the school fire alarm.
2. Announce "This is an evacuation" over the school PA system.
3. Teachers and staff will:
 - Clear room(s)
 - Lock doors and windows
 - Bring attendance/student related documents
 - Escort students to designated area and conduct roll call
 - Maintain control of students at a safe distance from fire, fire personnel and equipment
 - If necessary, render first aid.
4. An ALL CLEAR signal will be given indicating conditions are safe for returning to classrooms.

EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should initiate Action DROP.
2. Assess the situation and decide whether any actions (e.g., evacuation) are necessary.
3. Inform the office of the situation as quickly and calmly as possible.
4. If necessary, render first aid

SHOTS HEARD OR FIRED

1. If you are in the area of a crime in progress, **do not attempt to interfere with or apprehend the suspect except for self-protection.** IF YOU HAVE STUDENTS WITH YOU AND THE SUSPECT IS IN POSSESSION OF A WEAPON, DIRECT THEM TO DROP, COVER AND REMAIN MOTIONLESS. IN THE EVENT THAT GUNFIRE IS HEARD, EVERYONE SHOULD BE INSTRUCTED TO LIE FLAT ON THE GROUND. If the suspect does not have a weapon, move students away from the scene of the crime in an orderly fashion.
2. If situation permits, make note of details:

VEHICLE

License plate number
Type of vehicle
Color of vehicle
Damage to vehicle
Occupant(s)

Person

Height
Weight
Gender/Race
Color of Hair
Color of Clothing
Weapons

3. Contact the principal's office, give your name and location and advise them of the situation. **The office will call 911**, and then call the district office at 891-3001 or 891-3000, ext. 149.
4. If necessary, render first aid.
5. Teachers will be notified via voice signal, bell signal, email, or runner to follow the **CODE RED LOCKDOWN PROCEDURE.**

Earthquakes

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedures:

1. INSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DUCK, COVER, HOLD. All students and staff should immediately turn away from glass areas and place themselves under tables and desks. Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures.

2. OUTSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DROP. The safest place is in the open, away from any potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.). Stay there until the earthquake is over.

3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.
4. If necessary, render first aid.

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3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.

4. If necessary, render first aid.

Evacuation

The signal for an evacuation is the same as for a fire drill, but it is preceded by the announcement, "This is an evacuation".

All students/staff are to immediately vacate the buildings utilizing fire drill evacuation map. The principal/administrator/manager on duty shall assume site level direction of disaster procedures.

RELOCATION/REUNIFICATION:

All relocation decisions will be made through consultation with the site incident commander (principal). If a relocation/reunification is initiated, the district emergency team will be activated to assist with this. Follow the directions of Incident Command Team or Emergency Personnel.

EVACUATION:
The signal for an evacuation is the same as for a fire drill, but it is preceded by the announcement, "This is an evacuation". All students/staff are to immediately vacate the buildings utilizing fire drill evacuation map. The principal/administrator/manager on duty shall assume site level direction of disaster procedures.

ALL STAFF ARE TO STAY with students until ALL STUDENTS have been released.

REMEMBER: STAY CALM. YOUR EMOTIONS WILL FEED INTO THE REACTIONS OF THE STUDENTS!

All Managers to stay with staff until all are accounted for.

Persons Who May Need Assistance:

- Visually Impaired
- Hearing Impaired
- Wheelchair Confined
- Preschoolers and Infants

1. Take roll of students/staff present and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
2. An ALL CLEAR signal indicates conditions are safe for returning to classrooms/buildings.
3. If the evacuation site reflected on the map is determined unsafe wait for the incident commands instructions to move to a safer location if necessary. **RENDER FIRST AID AS NECESSARY**

Substitute Teacher: Critical Information checklist

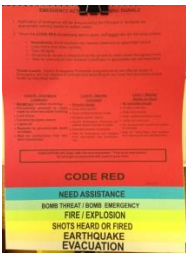
Room# _____ Teacher

Name _____

- ☐ Leave cellphone number and e-mail with main office
- ☐ Lock Door and Slide Lock Blok



- ☐ Locate Code Red Flip Chart



- ☐ Locate first aid supplies
- ☐ Locate emergency bucket
- ☐ Locate evacuation maps by door
- ☐ Locate fire extinguisher
- ☐ Phone/Intercom instructions are posted by phone
- ☐ Lesson Plan Contains the following
 - Seating Chart
 - Student Conflict Issues
 - Health and Medical Alerts
 - Discipline referral forms
 - Special Instructions

Section 5: Mission and Vision statement:

Mission Statement:

The mission of the Inspire School of Arts and Sciences is to provide high levels of learning and support within a personalized environment that allows students to explore their interests and develop their talents.

Vision:

To accomplish this mission, our vision is to provide learning opportunities for all students designed to do the following:

1. Create a learning environment in which teachers and other adults know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide the academic and other support each student needs to succeed.
2. Provide foundational skills in core academic areas through an engaging and challenging college preparatory curriculum.
3. Focus on applying skills and knowledge to real-world problems and situations wherever possible, thereby modeling for students how real practitioners (such as scientists, historians, physicians, legal experts) approach their craft.
4. Promote student academic, social, and emotional well-being, self-efficacy, and independence.
5. Provide opportunities for acceleration and enrichment, through partnerships with Butte College and CSU Chico. These partnerships may team high school and college teachers in designing and teaching curriculum, and will allow students to obtain college credit through articulation agreements.
6. Foster deep and ongoing engagement with parents, families, and community members. This will be accomplished through such activities as parent and community advisory groups, community and parent mentorships, opening classrooms and labs for activities that engage parents, students, faculty, and community members, and performances and outreach activities into the community.
7. Create a professional learning community among teachers, administrators, and other school leaders (both at the school site and within the district at large) that emphasizes cooperative professional learning.
8. Maintain a focus on promising educational practices and on the conditions necessary to bring about change in the learning skills, achievement, and success opportunities of historically underserved learners.
9. Enable students to become self-motivated, competent, and life-long learners.

Section 6: School Profile

School Climate: Students, faculty and parents are committed to high levels of learning, a campus where each student is known and recognized and where we are dedicated to the safety, well-being and success of all our students.

Faculty innovation: Faculty is involved in the latest educational innovation to include Professional Learning Communities and a focus in day to day Formative Assessment. There is also a focus in interdisciplinary and project based learning.

Student Diversity: Our students come from diverse cultural and socio-economic backgrounds. The “smallness” of our school helps us all to appreciate the diversity of each of our student at our school.

Student Advocacy: Through our advisories and through student government, our students make decisions related to student events, they regularly report at Inspire and CUSD Board meetings, they are represented

School Safety: There is a strong connection between the School Safety team (campus supervisors, law enforcement, probation and administration) to be aware of the issues on campus, to connect with the students, and work to provide a solution prior to the problem growing out of control.

Section 7: California Safe Schools Assessment

California Safe Schools Assessment:

Inspire School of Arts & Sciences actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Inspire School of Arts & Sciences recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Inspire School of Arts & Sciences has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system. The most recent discipline data reported is from 2014-2015 when Inspire reported a suspension rate of 3.2% which below that of the district (3.4%) county (6.9%) and state (3.8%) and an expulsion rate at .02% which is above the state rate (.01%) equal to the district (.02%) and below the country rate (0.4%).

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and administrators provide campus supervision, specifically identified areas to reduce discipline, crime, or other school safety concerns.

School Profile:

Inspire School of Arts and Sciences is a four-year comprehensive high school located near downtown Chico, adjacent to the California State University, Chico campus. Established in 2010, Inspire is the newest secondary school in the Chico Unified School District. Presently, Inspire shares the school site with Chico High School and is located in the portables on the northwest side of campus. The neighborhood is a mixture of single-family dwellings, apartments and rental houses. The campus is open with fencing around the athletic fields and along the south border of the school. Additionally, an easement (foot path) cuts through the center of the campus but is closed during school hours. This footpath connects a moderately high crime college student residential area to the University.

Current enrollment is approximately 460 students. Inspire is a public charter high school.

Support Services and Programs:

A team comprised of the principal, assistant principal, office manager, registrar, attendance clerk, and the entire teaching staff monitor the progress of each student on a regular basis. This teaming of school personnel creates a smaller and more personal environment for our students and strives to know and meet the needs of every student.

Student support services at Inspire includes 2 counselors, a part time school nurse, a part time health aide, as well as special education staff including 2 full time resource teachers, 2 instructional classroom aides, 2 one-on-one aides, a part time speech pathologist and a part time school psychologist. Some of these services are provided under an MOU with the Chico Unified School District. At times the school has partnered with private Marriage and Family Counselors or interns through CSU, Chico to run support groups.

The caseload for school counselors is 230:1. Outside agencies provide services to students through Child Protective Services; Homeless Emergency Runaway Effort; Mini Corps; Junior Leadership Development Program; Butte County Office of Education; Butte County Alcohol, Drug, Mental Health Services; Chico State University, Chico tutors; and academic partnerships with CSU, Chico. Mental health referrals are sent to Butte County Mental Health, Victor services, and private practices.

Place/Physical Environment/Safety:

Inspire has twenty-five portable classrooms, one dance studio room in the shared CHS gym facility, and one classroom in the shared CHS “J-building”. Inspire also shares the Roger Williams Theater, and cafeteria services. Inspire maintains seven computer labs of various

sizes. All computers are connected by a fiber-optic local area network with access to a wide area network and the internet. Wireless connectivity is also available throughout the campus as well as two mobile laptop carts.

Inspire is housed in a CUSD facility and has been notified by the Chico Unified School District Board of trustees that this location will remain the home of Inspire “until further notice”. Initial plans are being pursued to start raising funds for a new facility in the future.

The custodial, grounds, and maintenance staff do an effective job of keeping the facilities clean and maintained. Inspire receives these services under an MOU with the Chico Unified School District. Inspire also shares costs on large projects regarding campus improvement, program needs, and landscaping.

Inspire has an emergency plan and evacuation procedures are practiced. Staff and students are in-serviced in the Code Red Lockdown procedures in case of a critical incident. An asbestos survey and an abatement plan have been developed for Inspire through Chico High School. The insurance inspector and the City Fire Marshal regularly conduct annual safety inspections to insure compliance with all codes and regulations.

Inspire has an advisory system to support students on campus. Students meet often with their advisor to discuss issues related to academic and social support as well as to discuss issues related to general school climate.

The School Resource Officer program with the Chico Police Department was suspended after the 2012-2013 school year. Inspire collaborates with Butte County Probation, combined with campus supervisors and school administrators to maintain a safe campus atmosphere for all students on a daily basis. Overall, Inspire is a safe, friendly, and supportive place to learn and work.

Beliefs:

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Inspire promotes educationally and psychologically healthy environments for all children and youth. Inspire recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Inspire further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Section 8: Protocol for teachers to provide notification of pupils identified as needing mental health services and mandated reporting:

Teacher referrals for mental health services:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. This can be done through the counselors, school psychologist and administrators.

Preventing and Intervening in Pupil Aggressive Behavior:

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Inspire administration has received de-escalation training and is planning for staff members to receive training in conflict resolution skills. Inspire uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs:

Inspire students are supported by a part time school psychologist, and two counselors. District programs contributing to mental health goals include counseling from Butte County Behavioral Health, Victor services, and Educationally Related Mental Health Counseling.

Intervention Team:

SST (Student Study Team) is a team composed of counselors, teachers, administration, and support staff which meets to identify and provide assistance to students and their family in need of academic, health, and mental health services or intervention. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

Professional Development:

Inspire provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility and to enhance academic success. These programs address gang awareness, health concerns, and academic preparedness.

Student Recognition Programs:

Inspire offers several recognition and award programs based on academic and skills achievement in different areas of the school. Furthermore an attendance recognition program is planned to recognize students for attendance periodically.

Child Abuse reporting Procedures:

School teachers, principals, counselors, nurses, supervisors of child welfare and attendance, and other designated school personnel who are mandated to report known or reasonably suspected instances of child abuse play a critical role in the early detection of child abuse. Symptoms or signs of abuse are often first seen by school personnel. Because immediate investigation by a law enforcement agency, or welfare department may save a child from repeated abuse, school personnel should not hesitate to report suspicious injuries or behavior.

Mandated reporters are required by law to report known or suspected child abuse.

The law defines child abuse as:

- Physical abuse
- Physical neglect
- Sexual abuse
- Emotional maltreatment

Indicators of child abuse are listed in this section to help educators and other school personnel meet their responsibilities under the Child Abuse and Neglect Reporting Act. (Pen. Code, §11164 et. seq.) Of course, one of the most important reasons for suspecting child abuse is that a child has told you that someone has hurt him or her.

Types of injuries indicative of physical abuse include:

- Bruises
- Burns
- Bite marks
- Abrasions
- Lacerations
- Head injuries
- Internal Injuries
- Fractures

Section 9: Discrimination and Harassment Policy and Procedures:

Overview:

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school shall provide a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils:

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent Student Handbook” is available to each parent/student. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Sexual Harassment Policy:

Inspire maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request Sexual harassment policy. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*.

Section 10: Discipline Policy and Code, Bullying Prevention:**Overview:**

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Inspire uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Inspire has developed plans to promote positive behaviors on campus and assembly areas.

Discipline Procedures:

Discipline procedures focus on finding the cause of problems and working with all concerned to reach appropriate, effective, and lawful solutions ensuring the best opportunity for student learning and behavior modification. The school's discipline plan begins at the classroom level. Teachers use classroom management plans to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Inspire.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Also, Inspire employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Community involvement is encouraged to help increase school safety. Neighborhood businesses are encouraged to communicate with the site administration.

Bully Prevention: The following are our bully prevention strategies.

The following are our bully prevention strategies.

- Meet with parents during back to school and discuss culture of school and how to combat bullying: Including letting them know that campus safety is everyone's responsibility.
- Principal's weekly messages include ways to combat Bullying and methods to communicate to school staff
- Administrators present in advisories to discuss behavior expectations and Inspire's stance to bullying and academic expectations. Students are also taught how to communicate issues of bullying to staff through counseling appointments, e-mailing staff, etc.
- We have committed to bringing school-wide events the each year to Inspire that communicates empathy and compassion for others. These events cultivate mutual understanding, taking risks, protecting vulnerabilities, and emotional safety on campus.
- School wide expectations are posted in classrooms and reviewed by advisors at the beginning of each school year.
- Butte County Behavioral Health staff meet and discuss bullying with students during the World Café to include what students can do to improve the environment of the school.
- Administration is trained with the Olweus model of bullying awareness.
- Cyber bullying information and prevention can be found in the student/parent handbook and the anonymous Bully reporting hotline is located on posters in classrooms as well as distributed on cards directly to students.

Section 11: At-Risk Concerns; Providing a safe and Orderly Environment conducive to learning:

Overview:

Inspire's administrators, teachers, families, pupils, support staff, and community members shall recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns; to include dress code provisions.

Crisis Intervention and Disaster Planning:

The staff of Inspire shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Gang Affiliation:

Gang affiliation and gang activity is not to be tolerated at Inspire. The staff at Inspire works closely with the local law enforcement regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to families.

Gangs and Graffiti:

Local city efforts have formed a graffiti removal service and a law enforcement gang task force. Inspire uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Inspire has access to three high school alternative programs. The first, is Fair View Continuation High School designed to aid students who are credit deficient. The second is AFC (Academy for Change), which houses the In School Suspension Program and the Expulsion program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

Inspire places students on behavior contracts, that focus on academics and positive behavior to promote better decision making. Students participate in the Friday Night Live club on campus and every other year Inspire participates in the "Every 15 minutes" prevention program promoting awareness of the dangers of substance/alcohol abuse while driving.

Truancy Learning Center/District Attorney Referral:

Inspire recognizes the importance of punctuality and regular attendance. The staff of Inspire accurately records the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse and/or Medically Necessary Instruction as appropriate. Should attendance problems continue, official action is taken, which could result in truancy notifications, a referral to the School Attendance Review Board (SARB), and ultimately a referral to the District Attorney. Inspire uses the Aeries student information system which is used in partnership with the district to generate truancy letters weekly.

Megan's Law Notification:

The staff of Inspire shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Dress Code Policy:

The issue of proper dress is primarily the responsibility and concern of the student and their parents, but it is also the responsibility of the school to create an environment which will enable the pupil to reach toward their highest potential as a unique individual and at the same time prepare for responsible citizenry in the adult community which supports the educational environment. In order to create a safe learning environment the Inspire Board has adopted the following dress guidelines.

When a pupil's dress does not meet the criteria below, staff will confer with the student privately and/or parent and discuss the criteria of school appropriate clothing.

1. Students must wear footwear.
2. All garments must appropriately cover the body.
 - A. The entirety of the torso, waist, hips, and legs shall be covered from the height of the armpits to approximately 2" below the buttocks/groin while standing, sitting, bending, and/or reaching.
 - B. Any outer garments that expose the torso or are "see-through" must be worn with an additional garment underneath which meets the standard directly above (2,A).
3. Slogans shall not offend, defame, insult or ridicule any individual, group or segment of society.
4. Students may not wear, display or be in possession of clothing and/or accessories as interpreted by staff as negative, derogatory, or inappropriate, which:
 - A. Indicate an association with a group (gang affiliation, etc.) that is determined to be detrimental to the safety and well-being of the school community;
 - B. Are explicit, suggestive, or derogatory;

- C. Express or advocate violence, express negative racial, gender, or ethnic messages;
- D. Promote, express, depict, suggest, or advocate the use of drugs, alcohol, tobacco, or intoxicants of any kind;
- E. Create a disruption to the safe and reasonable operation of the school.

Corrective action:

- A. Staff will present students with a pass to go to the office or privately direct students to the office.
- B. Administration will call home when students are not meeting the criteria above.
- C. Appropriate clothing will be available in the office to ensure students can meet the criteria above with minimal time out of class.

* Please Note – The Dress code above applies to the routine day to day operation of the school. Performances, ASB events (i.e. dances), and other school functions may provide alternative guidelines due to the nature of the event/performance.

Section 12: Supervision and Notification to Teachers of dangerous students pursuant to Education Code 49079.

Overview:

Specific employees (e.g., the campus supervisor) shall use unique strategies to promote school safety. To include notification of students who have committed a violent crime under the Penal or Education Codes.

Campus Supervisor and Administrative Positions:

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Inspire has a Principal, an Assistant Principal, and 3 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. This personnel has developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the Principal, Assistant Principal, and the campus supervisors at Inspire make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the Principal, Assistant Principal, and the campus supervisors and students help initiate

appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes:

Inspire recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Teacher Notice of Disciplinary History:

Inspire administration shall provide to its' teachers information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Section 13: Parent and Community Involvement:

Overview:

Plan(s) and method(s) shall be available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement:

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Inspire:

- Is governed by an independent school board on which parents may serve.
- Is supported by a parent operated non-profit foundation board.
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.

- Provides a weekly newsletter to parents via email.
- Uses the School Accountability Report Card and School Quality Snapshot as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.
- Provides direct invitations for parents to visit campus during events like Back to School Night and the Taste of Inspire fundraiser.

Each classroom is arranged to help prevent aggressive behavior. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Section 14: Visitors and Disruptions to Educational Process:

Inspire is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Inspire uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily supervised.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Inspire has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Inspire has developed a notice for disruptive individuals and, when appropriate will exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Inspire's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Inspire shall contact the district office to determine whether to file for a temporary restraining order and injunction.