

Marigold

Safe School's Plan 2016-2017

Planning Committee Members:

Safety Team Members Signature Page:

School Principal: (Shawneese Heath) Shawneese Heath

Teacher in Charge: (Dan Cariss) Dan Cariss

Teacher in Charge: (Kristen Schroeder) Kristen Schroeder

School Office Manager: (Lesley Hess) Lesley Hess

School Attendance Clerk: (Molly Garcia) Molly Garcia

School Health Aide: (Kristina Borges) K. Borges

Campus Supervisor: (Kelly Baker) Kelly Baker

Custodian: (Dave Carroll) Dave Carroll

Parent Representative (SSC): (Maggie Daugherty) Maggie Daugherty

Table of Contents

| | |
|--------------------------|-----------------|
| Signature Page | Page 1 |
| Table of Contents | Page 2-7 |

Section 1: Incident Response Team, Disaster Procedures

| | |
|-------------------------------------|------------------|
| Incident Response Team | Page 8 |
| Responsibilities | Page 9-10 |
| Drill Schedule | Page 11 |
| Code Red Lockdown | Page 12 |
| Need Assistance Procedures | Page 13 |
| Bomb Threat Procedure | Page 13 |
| Fire Explosion Procedure | Page 13 |
| Shots Heard/ Fired Procedure | Page 14 |

| | |
|--|-------------------|
| Earthquake/ Tornado Procedure | Page 14 |
| Evacuation Procedure (Relocation/Reunification) | Page 15 |
| Active Shooter | Page 15-17 |

Section 2: School Safety Maps/ Egress and Ingress

| | |
|---|-------------------|
| Campus Maps | Page 18-19 |
| Emergency and Evacuation Map | Page 20 |
| Utility Shut-offs Map | Page 21 |
| Hazardous Material Map | Page 22 |
| Fire Extinguisher/ Defibrillator Map | Page 23 |
| Morning/After School Supervision Map | Page 24 |
| Lunch Supervision Map | Page 25 |

Section 3: Staff Information

| | |
|---|----------------|
| All School Staff Contact Information | Page 26 |
|---|----------------|

Emergency Phone Tree **Page 27**

Daily Schedule **Page 28**

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-off List **Page 29**

Section 5: Vision and Mission Statement

Vision Statement/ Goals **Page 30-31**

Section 6: California Safe Schools Assessment

California Safe Schools Assessment **Page 32**

School Profile **Page 32**

Support Services and Programs **Page 32**

Place/Physical Environment/Safety **Page 32**

School Safety **Page 33**

Section 7: Mental Health Services and Mandated Reporting

| | |
|---|----------------|
| Mental Health Services | Page 33 |
| Pupil Aggressive Behavior | Page 33 |
| Intervention Team | Page 33 |
| Child Abuse Reporting Procedures | Page 34 |

Section 8: Discrimination and Harassment Policy and Procedures

| | |
|---------------------------------|-------------------|
| Overview | Page 34 |
| Nondiscrimination | Page 34-35 |
| Sexual Harassment Policy | Page 35 |

Section 9: Discipline Policy

| | |
|------------------------------|-------------------|
| Overview | Page 35 |
| Discipline Procedures | Page 35-36 |

Section 10: Safe and Orderly Environment

| | |
|--|----------------|
| Overview | Page 36 |
| Crisis Intervention and Disaster Planning | Page 36 |
| Enhancing Physical Safety Practices | Page 36 |

Section 11: Supervision

| | |
|---------------------------------------|----------------|
| Overview | Page 37 |
| Campus Supervisor | Page 37 |
| Campus Disturbances and Crimes | Page 37 |

Section 12: Parent and Community Involvement

| | |
|------------------------------------|-------------------|
| Overview | Page 37 |
| Parent/Guardian Involvement | Page 37-38 |

Section 13: Visitors and Disruptions to Educational Process

Visitor Check in process

Page 38

Section 1: Incident Response Team, Disaster Procedures

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.

Marigold Elementary School INCIDENT RESPONSE TEAM 2016-17

| | |
|--|--|
| Incident Coordinator: | Shawneese Heath |
| Incident Coordinator Assistant: | Dan Cariss and Kristen Schroeder |
| Scribe(s): | Molly Garcia/Kristina Borges |
| Operations/Logistics: | Lesley Hess |
| Operations/Logistics Assistant: | Molly Garcia/Kristina Borges |
| Safety/Logistics: | Dave Carroll |
| Liaison/Intelligence: | P. Haley |
| Intelligence: | Shawneese Heath/ Chico PD |
| Public Information: | District Office Personnel/ Jim Hanlon |

Responsibilities of Incident Coordinator Shawneese Heath

- 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(s) Dan Cariss/ Kristen Schroeder

- Communicate to staff as directed by the Incident Coordinator.
 - Identify responding agencies to determine locations of all assisting personnel.
 - Continually update incident action plans.
 - Maintain activity logs, and complete after-incident reports.
-

Responsibilities of Scribe(s) Molly Garcia/ Kristina Borges

- Maintain ongoing command post journal.
 - Maintain and display an updated map of the incident location and response.
 - Update minutes from briefings.
-

Responsibilities of Operations/Logistics Lesley Hess

- 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 Assistant**Molly Garcia/Kristina Borges**

- 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/Logistics**Dave Carroll**

- Coordinate escort of students to guardians.
 - Maintain log of students remanded 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
(SRO/Probation)****Chico PD/P.Haley**

- 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/Jim Hanlon**

- 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 on the ground or under desks throughout room
 - > 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 the announcement, “Marigold Jr. Vikings. This is an evacuation.”
Or emergency personnel will come to your door.**

NEED ASSISTANCE

Option 1: Use the EMS system on your phone and or computer to notify that you or others are in need of assistance.
 Option 2: 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:

| <i>VEHICLE</i> | <i>Person</i> |
|----------------------|-------------------|
| License plate number | Height |
| Type of vehicle | Weight |
| Color of vehicle | Gender/Race |
| Damage to vehicle | Color of Hair |
| Occupant(s) | 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

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.

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

ACTIVE SHOOTER

I. PURPOSE

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 or use the **EMS** system for all communications on site. 911 call should provide the name and

exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers). Caller will remain on the line to provide updates.

- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of “Who? What? Where? When? How?” will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school’s emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via **EMS**. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.
- Notify the Superintendent’s office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom’s immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.

- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.

- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Section 2: School Safety Maps

Google Earth Map



Daily Schedule

Marigold Elementary 2016-2017 Daily Schedule

TK (Loma Vista)

- 8:00-2:00 Instructional Day
- 12:10-12:30 Lunch

Kindergarten

- 8:12-1:00 Instructional Day
- 7:30-8:00 Breakfast and Cafeteria Supervision
- 8:00-8:12 Supervised Play on Playground
- 12:00 Optional Pick-up, Before Lunch

1st-3rd Grade

- 8:10-2:00 Instructional Day
- 7:30-8:00 Breakfast and Cafeteria Supervision
- 8:00-8:10 Supervised Play on Playground
- 9:45-10:05 Recess
- 1:00-1:10 Recess

4th-5th Grade

- 8:00-2:00 Instructional Day
- 7:30-7:45 Breakfast and Cafeteria Supervision
- 7:45-8:00 Supervised Play on Playground
- 10:10-10:30 Recess

Lunch Schedule



Section 4: Substitute Teacher Procedures

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: Vision and Goals of Marigold

Vision Statement:

We will ensure academic, emotional, and social success of every student in a safe, responsible, and respectful environment.

Goal One: *The principal will provide strong leadership, establish a positive style and tone, and set the direction for the school.*

Educational research clearly states the need for strong instructional leadership in an effective school. Marigold School has an active School Site Council, which develops the school plan with input from parents, teachers, and other staff. The school principal and teaching staff is committed to creating a “whole school” vision that meets the needs of every child.

Personnel: Principal, Classified, Certificated staff, and parents
Timeline: Ongoing

Goal Two: *All students and staff feel physically and psychologically secure.*

It is important that students and staff feel physically and psychologically secure from physical or verbal attacks. The dignity and heritage of each person is affirmed and respected. Students and staff accept ownership for what happens at school. Expectations are clearly stated to everyone. Rules are realistic, practical, fair and consistently enforced. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone. Clear and positive academic expectations decrease anxiety that occurs when academic standards are vague. Students and staff want and expect class time to be used efficiently.

Personnel: Principal, Classified, Certificated staff, and parents
Timeline: Ongoing

Goal Three: *Behavioral and academic expectations are fair, known to, and understood by students and staff.*

Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Marigold students in grade five have opportunities to participate in student government activities. Classroom teachers provide activities to focus on building self-esteem. Students are taught behavioral expectations in the first week of school and a written discipline plan, developed with input from teachers and parents, is sent home at that time. Appropriate behavior in the cafeteria and on the playground is recognized with “Marigold Merit Slips” and other incentive awards. Special good citizen award and lunch with the principal for students of the Month are periodically utilized. Funds for these programs come from PTA or the general site budget. Students will be sent to McManus for a Reset day if behavior is unsuitable or unsafe and a referral is not appropriate. Student suspension is a last resort discipline procedure.

Positive reinforcements are given to students who model expected behaviors. In addition, “The Virtues Project” is utilized to promote lifelong skills of character. School staff have been trained in “Nurtured Heart” methods in order to create a uniform way of communicating with students regarding the behavioral choices students make.

Personnel: Principal, Classified, Certificated staff, and parents

Timeline: Ongoing

Goal Four: *School buildings and grounds are well maintained, and free of physical hazards.*

School buildings and classrooms are well maintained, free of physical hazards and designed to prevent criminal activities. Classroom teachers create a physical environment that engages students, and establishes a climate that promotes fairness and respect. Classrooms have an appropriate amount of space for student-teacher ratios. Standard incident reporting procedures are used. Valuables and equipment are inventoried and properly engraved for identification, and stored securely. The community uses the school in off-hours. The school and community cooperate in crime prevention.

The night cleaning crews will inspect the parking lot lights each night and report burned out lights to the office.

Timeline: On-going

Continue to evaluate pedestrian hazards and safety issues. Timeline: On-going

utilization of cell phones are in use by teachers, principal and noon supervisors on recess yard duty. Timeline: On-going

Purchase safety equipment needed to maintain an adequate level of school safety. Timeline: On-going

Repair, replace and maintain school safety equipment. Timeline: On-going

Goal Five: *All students at Marigold are acknowledged and respected.*

Classroom environments enhance learning and positive interaction among students and staff. Classrooms are orderly. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents and staff. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision-making, career decisions, goal-setting, effective communication, effective relationships and resolving conflicts without violence.

Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff and parents have a strong sense of community at Marigold. Parents are involved in decision-making and policy formation. The home-school relationship is positive. There is a strong sense of personal and professional support amongst all staff members.

Community support agencies such as mental health, child protective services and juvenile probation participate actively in school matters. Police and fire representatives participate in safety reviews of the campus make presentations to students and staff and assist staff in responding more effectively to school security and safety classes.

Personnel: Principal, Classified, Certificated staff, Parents

Timeline: Ongoing

Section 6: School Safety and Crime Assessment

California Safe Schools Assessment:

Marigold actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Marigold 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.

School Profile:

Marigold Elementary is a school of 485 students from K-5th grade. We are located across the street from Pleasant Valley High School on a shared campus with Loma Vista School. Our address is 2446 Marigold Avenue, Chico, CA.

Support Services and Programs:

Assigned to Marigold is a 2.5 days a week school psychologist. We also have a five days a week PIP coordinator that teaches students about healthy play and tools from the Toolbox program to use to navigate difficult situations.

SBIT (Student Based Intervention Team) a team composed of an administrator, teachers, bilingual aide, guidance specialist, a school psychologist, a targeted case manager and support staff meet as needed to identify and provide assistance to students and their family in need of academic, health, and mental health support. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist, parents, and/or police shall be contacted.

Place/Physical Environment/Safety:

Marigold is part of the Chico Unified School District and is located in Chico, California. According to the July 2015 census, the city of Chico had a population of approximately 90,316. (<http://www.census.gov>). Chico has approximately 34,314 households, with an average income of \$42,334 per year. It is estimated that 24.5% of the people in Chico are in poverty. The Bureau of Labor Statistics estimates our unemployment rate at 6.7% as of August 2016.

The school's physical facility is well maintained and generally looks neat and clean. We are currently working with an architect to draft plans for a site modernization contingent on community funds from Measure K. It would include updating several buildings and building several new ones. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

School Safety:

Students, parents, teachers and the community are encouraged to be involved in planning safe school activities. Students, staff and parents have a strong sense that what happens to the school is "my" concern and consider Marigold their community.

Education programs are geared to specific health issues such as alcohol and drug abuse programs, pedestrian and bike safety, fire prevention and nutrition. Marigold coordinates with community health

services and other city and county agencies to provide prevention and intervention programs for students and their families, such as Big Brothers, Big Sisters, CARD, and the Mentoring program.

Community social service support systems are coordinated with Marigold to provide needed services to students and their families. These services include but are not limited to child protective services, parenting classes, support groups, clothing and food. Community support agencies such as mental health, child protective services and juvenile probation actively participate in school matters. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff and assist staff in responding more effectively to school security and safety classes. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents and staff.

Classroom environments enhance learning and positive interaction among student and staff. Classrooms are orderly and well managed. Classroom routines are well established and understood by students and parents. Teachers spend the majority of their time on academic instruction and only a minimal amount of time is required to redirect disruptive behavior. Teacher feedback to students regarding their behavior is overwhelmingly positive and is consistent with the social skills instruction taught school-wide. Mechanisms are in place for student to cool off and generate solutions to problems.

During the school day, staff members, campus supervisors and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

The classrooms are monitored for safety and appearance by administration and individual classroom teachers. The pupils take pride in the appearance of their school. In addition, at lunch time, individual students assume responsibility for cleaning the school grounds. These students are supervised by campus supervisors, teachers, or administrators during the cleaning of the school grounds.

Section 7: 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 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.

Intervention Team:

SBIT (Student Based Intervention Team) A team composed of teachers, an administrator, a school psychologist, and support staff meet to identify and provide assistance to students and their family in need of academic, health, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

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 8: 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 provided to each parent/student annually or upon enrollment. 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:

Marigold School maintains a copy of the district’s sexual harassment policy in the main office/principal’s office and the policy is available on request. 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*. The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Section 9: 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.

Marigold School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Marigold has developed plans to promote positive behaviors on the play fields, lunchroom, hallways, and assembly areas.

Discipline Procedures:

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan 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 Marigold Elementary.

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, Marigold Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Section 10: Safe and Orderly Environment Conducive to Learning

Overview:

Marigold School'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 Marigold Elementary School 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.

Enhancing Physical Safety Practices:

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

- Marigold Elementary School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Marigold Elementary School has minimized blind spots around the school facility.
- Marigold Elementary School has set a priority to keep buildings clean and maintained.
- Marigold Elementary School has limited roof access by keeping dumpsters away from building walls.

- Marigold Elementary School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Marigold Elementary School keeps a complete list of staff members who have keys to buildings.
- Marigold Elementary School provides maximum supervision in heavy traffic areas.

Section 11: Supervision

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.

Marigold Elementary employs a principal and 5 part-time 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, vice-principal, and the campus supervisors at Marigold Elementary School 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, vice-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:

Marigold Elementary School 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 of Marigold Elementary School 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.

Section 12: 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.

Marigold Elementary School:

- Has an active Parent Teacher Association
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.

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 13: Visitors and Disruptions to Educational Process

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

Marigold Elementary School 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.

Marigold Elementary School 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.

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