

Rosedale Elementary School
Safe Schools Plan
2016-2017

Planning Committee Members:

Safety Team Members Signature Page:

School Principal: Jo Ann Bettencourt

Jo Ann Bettencourt

Assistant Principal: NA

Chico Police Officer: NA

Probation Officer: NA

Teacher in Charge: Lourdes Cassetta

Lourdes Cassetta

Teacher: Monica Mendez

Monica Mendez

School Office Manager: Tami Medearis

Tami Medearis

Campus Supervisor: Suzanne Norris

Suzanne Norris

Campus Supervisor: Naomi Gelles

Naomi Gelles

Campus Supervisor: Guadalupe Chavez

Guadalupe Chavez

Custodian: Steve Zarzynski/Dan Wilmoth

Steve Zarzynski

Parent Representative: Shanon Payne

Shanon Payne

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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.

Rosedale Elementary School INCIDENT RESPONSE TEAM 2016-2017

Incident Coordinator:	Jo Ann Bettencourt
Incident Coordinator Assistant:	Tami Medearis/Lourdes Cassetta
Scribe(s):	Tami Medearis/ Maria Beas
Operations/Logistics:	Maria Beas/Lourdes Cassetta
Operations/Logistics Assistant:	Monica Mendez
Safety:	Steve Zarzynski
Liaison/Intelligence: Intelligence:	Vicki Triplet Vicki Triplet/ Chico PD
Public Information:	District Office Personnel

Responsibilities of Incident Coordinator **Jo Ann Bettencourt**

- 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) Tami Medearis/Lourdes Cassetta

- 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)

Tami Medearis/Maria Beas

- 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

Maria Beas/Lourdes Cassetta

- 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

Monica Mendez

- 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

Steve Zarzynski

- 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

**Chico PD/Vicki Triplet
(SRO/Probation)**

- 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.

EMERGENCY ACTION AND WARNING SIGNALS

Code Red Lock Down

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.
3. If your school uses the EMS system log in, take attendance, and check notices.

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:

<u>Level III - Emergency Lockdown</u>	<u>Level II - Standby Lockdown</u>	<u>Level I - Monitor Shelter in Place</u>
<ul style="list-style-type: none"> · <u>Dangerous incident occurring.</u> · 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 	<ul style="list-style-type: none"> · <u>Potential danger</u> · 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. 	<ul style="list-style-type: none"> · <u>No immediate danger</u> · 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, “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

1. Sound the school fire alarm.
2. Announce “This is an evacuation” over the school PA system.
3. Teachers and staff will:
 - a. Clear room(s)
 - b. Lock doors and windows
 - c. Bring attendance/student related documents
 - d. Escort students to designated area and conduct roll call
 - e. Maintain control of students at a safe distance from fire, fire personnel and equipment
 - f. 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

1. 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.
2. If necessary, render first aid.
3. Teachers will be notified via voice signal, bell signal, email, or runner to follow the **CODE RED**
4. **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:

INSIDE SCHOOL BUILDING

1. 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.

OUTSIDE SCHOOL BUILDING

1. 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.
2. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.
3. If necessary, render first aid.

Evacuations

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.
4. If necessary, render first aid.

Active Shooter

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.

Responsibilities

School Incident Commander/Principal

1. Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place **9+9+911**. 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.
2. 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.
3. 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.

4. Direct command post staff to maintain contact with teachers reporting pertinent emergency information via **Catapult 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.
5. Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
6. Staff and students outside the building will **EVACUATE** to an off-site relocation center /Rally Point.
7. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
8. Ensure that any buses en route to the school are redirected to a designated relocation site.

Teachers and Staff

1. 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.
2. 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**.
3. 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.
4. 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.
5. 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**.
6. 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.

7. 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.
8. 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.

Other Procedures

1. 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.
2. If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
3. The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
4. The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
5. 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.
6. 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.
7. 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.
8. The School Incident Commander will debrief appropriate school personnel.

9. 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.

Master Schedule

ROSEDALE TWO WAY IMMERSION ELEMENTARY SCHOOL 2016-2017 DAILY SCHEDULE

**** Breakfast Program****

7:30 a.m. Breakfast is served

8:10 a.m. Dismissal to Kindergarten

8:15 a.m. Gr 1-5 Dismiss to recess

8:25 a.m. Gr 1-5 AM end of recess bell

8:30 a.m. Gr 1-5 AM Instruction Begins

Extended Day Kindergarten Program (248 min.)

8:15 – 1:03 Class (248)

1:03 Dismissal

PRIMARY (280 min.)

8:30 – 9:50 Class (80)

9:50 – 10:15 Recess 1st - 3rd

GRADE 1

10:15 – 11:20 Class (65)

11:20 – 12:15 Lunch & Recess

12:15 – 2:30 Class (135)

GRADE 2

10:15 – 11:30 Class (75)

11:30 – 12:25 Lunch & Recess

12:25 – 2:30 Class (125)

GRADE 3

10:15 – 12:00 Class (105)

12:00 – 12:55 Lunch & Recess

12:55 – 2:30 Class (95)

2:30 pm Dismissal

**** Lunch Program****

11:20 – 12:15 1st grade

11:30 – 12:25 2nd grade

11:50-12:30 Kinder

12:00 – 12:55 3rd grade

12:15 – 12:55 4th & 5th

INTERMEDIATE (300 min.)

8:30 – 10:30 Class (120)

10:30 – 10:50 Recess 4th – 5th

Grades 4 & 5

10:50 – 12:15 Class (85)

12:15 – 12:55 Lunch and Recess

12:55 – 2:30 Class (95)

2:30 pm Dismissal

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-off List

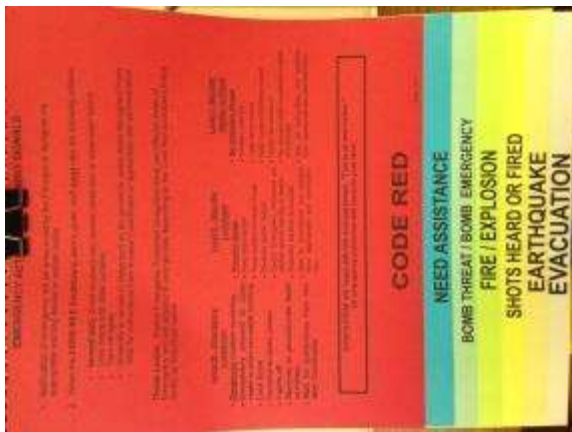
Substitute Teacher: Critical Information checklist

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 Mission Statement of Rosedale Elementary School:

Vision Statement

Rosedale Two Way Immersion Elementary School's vision is a safe, educational community with collaboration between adults and children of all ages, cultures, and life experiences that are welcomed, respected, involved and valued.

Rosedale students come from families with a variety and diversity of culture, language and socioeconomic family backgrounds. We promote our students to be self-directed, life-long learners who strive to work towards their highest academic potential while taking responsibility for their role in an ever-changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies.

Our Mission Statement

The Rosedale community is committed to providing a culture of lifelong learning for all students through dual immersion, by developing bilingualism and academic excellence in a multicultural environment.

Section 6: School Profile

School Climate

Rosedale is a Two Way Immersion Magnet K-5 school with a culturally diverse student population. This program provides students with the opportunity to become bilingual and bi-literate. This means that children will be able to speak, read and write fluently in both Spanish and English. We try to maintain a 50/50 or 33/33/33 ratio between English, Spanish, and incoming Bilingual speakers throughout our classrooms.

Currently, the school houses approximately 530 students. Teachers, staff and students respect each other and strive to develop each student's unique potential in a safe and enriched learning environment. The school has a wide ethnic variety in its student population that is inclusive of students with special needs. All classes contain students that have a dominant language other than English.

There are currently 25 teachers on staff and a full time principal. Included in the total are 25 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also included in the total is a bilingual after school program coordinator, who is also a credentialed classroom teacher. There is one full time Title I teacher, and a full time RSP teacher. In addition, we support student learning by the support of instructional aides and various other support staff and volunteers. We have partnered with the Chico Noon Rotary Club to bring additional one-on-one support for struggling students via the support of our community. Our partnership also extends to our local university where college students provide multiple hours of support to students via the guidance of the classroom teacher and the after school certificated coordinator.

In addition to our onsite staff, faculty also includes a music instructor, two fine arts instructors, one PE/Health Specialist, PIP aide, and a school psychologist. Our students also benefit from the support of our local community members who volunteer to be strategic tutors, and from community-based English tutors from the university. We also have a community based program called Reading Pals where community members volunteer to read with students once or twice a week. The focus is on students who are barely below the academic benchmark who need an extra added push and/or support. We have seen great results both academically and so socially with the students who participate in the Reading Pals program.

In addition, the school employs a Speech and Language Therapist who provides one-on-one or small group services to students, two part time Bilingual/Bi-cultural Liaisons, who work with parents and families with our home-to-school connection which includes, but is not limited to: finding community resources for families in need, helping with counseling referrals, supporting families who are homeless, helping parents find medical insurances resources. A school nurse and nurse's aide provide school health services. Either the nurse or the aide is here for daily coverage. Also, a federal Head Start Program is located on the Rosedale Campus.

Rosedale is in the process of implementing PBIS (Positive Behavior Interventions and Supports). PBIS is a school wide discipline approach that focuses on positive reinforcements. Students receive Moneda Mapaches (Raccoon Money) for doing good deeds around campus. Once a month there is a student store where students can buy trinkets and items with their Moneda Mapaches. We will soon be launching videos on our Rosedale TV about behavior expectations in common areas, as well as setting up stations around campus so that students will learn the expected behaviors. We will be providing additional release days this year for the team to continue to develop this program. We are also using a data monitoring system called SWIS which we enter all office referrals into. This provides us useful data regarding referrals, students, times, etc. so we can look for patterns in the behaviors.

Student Advocacy

Rosedale's Leadership Club/Club Liderazgo is made up of students in the intermediate grades. We have an active student leadership team which helps organize school wide activities. The club elects their officers who include president, vice president, and secretary. There are numerous committees such as the recycling, spirit day and fund raising. Our leadership team attends a yearly district wide leadership conference put on by Pleasant Valley High School. They learn team building, inclusion, school spirit and responsibilities connected to being role models and they learn to step up with their leadership to make a difference on their campus. The leadership club has weekly meetings during their lunch hour.

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment

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

Rosedale Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system. In the 2015-16, there was 1 suspension from Rosedale Elementary School.

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and administrators provide campus supervision for all areas of campus

Support Services and Programs

Rosedale has an extensive school wide Title I program. Students are grouped based on individual reading abilities and instructed by classroom teachers, support staff and trained instructional aides. Part of the program gives supplemental assistance to students in the classrooms through the instructional aides. Intervention programs include: Guided Reading, Read Naturally and Soar to Success. For English Language Development, Rosedale uses Language Star strategies for daily leveled ELD instruction.

Rosedale also offers before and after school tutoring. We target our first grade students for before and after school extra reading support.

Rosedale has a library that is operated by a library media specialist. Classes are scheduled on a weekly

basis to visit and check out books.

Students attend school daily for 280 minutes in grades 1-3 and 300 minutes in grades 4-6. There are four Kindergarten classrooms where students attend school for 200 minutes daily.

The demographic makeup of Rosedale is as follows: 60% Latino/Hispanic, 32% Caucasian, 2% African-American, 3% American Indian, and 3% with other nationalities making up the remainder.

Place/Physical Environment/Safety

Rosedale Elementary School is located on the west side of Chico. The school is in close proximity to many businesses, commercial centers, and California State University, Chico. Rosedale is an integral part of community. The school seeks the cooperation of nearby businesses to insure appropriate student behaviors, interactions and safety. Once a student arrives on campus he/she cannot leave before the end of school without parental or parental designated authority. The campus is also closed to outsiders and access signs are displayed at entry points (pc 627.2). Rosedale has also installed fencing and gates to close off the campus and guide all foot traffic through the office. This helps ensure that all visitors check in through the office. Vehicles do not have easy access to school grounds with the exception of emergency vehicles. Physical conditions that could lead to accidental harm are promptly corrected. The most obvious places include the playground and cafeteria. These areas receive weekly inspection of equipment and daily inspection for broken glass, etc. The playground equipment has adequate protection against falls and landscape designs that prevent students from climbing to dangerous heights. The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately.

Safety in the drop off and pickup area is maintained on a daily basis. A system and structure for student pick up has been established and frequent reminders of this are published in our bi-weekly newsletters as well as in person through monitoring by staff.

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

Rosedale Elementary School refers all student mental health concerns including suicide concerns to our school psychologist. After referral, consultation with involved teachers, principal, psychologists and student support personnel takes place. Additional District programs contributing to mental health goals include counseling via a school based counselor from Butte County Behavioral Health. In addition,

students in need of individual and family counseling can be served through our partnership with Chico State Counseling Interns.

In emergency situations, district level counselors are available.

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.

Rosedale staff has been trained in *The Toolbox Project* and *Love and Logic* which is being implemented in all of our classrooms, as well as in the after school program. We have committed to highlight, model, and reward specific character trait each month. Classified and certificated staff also had training in Healthy Play, PE and games program that supports and teaches cooperation, encouragement, safety and teamwork. Teachers and aides provide Healthy Play games and lessons on a regular basis to their students. Classroom environments enhance learning, and positive interaction between students and staff is highly visible.

The Toolbox Project curriculum is used school-wide. This program promotes: personal and social skill development, addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decisions making, career decisions, goal setting, effective communication, and effective relationships. We have added a beautiful new Track and Stage area in the large field of the school. The kindergarten play area was added during the 2010-11 school year. Our school has a school wide *Holistic* playground focusing on motor skills, and all curriculum areas.

Mental Health Programs

Assigned to Rosedale Elementary School is a school psychologist. Students in need of counseling are seen by North Valley Catholic Social Services counselors. District programs contributing to mental health goals include counseling from Butte County Behavioral Health. In addition, students in need of individual and family counseling can be served through our partnership with Chico State Counseling Interns.

Intervention Team

SBIT (Student Based Intervention Team) is a team composed of counselors, teachers, bilingual liaisons, 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.

Professional Development

Rosedale Elementary School and Chico Unified School District provides opportunities for professional development for teachers. Amongst the goals of these 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.

Student Recognition Programs

Rosedale Elementary School offers several recognition and award programs on a trimester and yearly basis based on grades, academic improvement in a variety of areas, attendance, and effort towards improvement of reading skills.

With the implementation of PBIS, student recognition is starting to become a daily habit of the staff. The PBIS team has worked with teachers and other staff members to encourage them to look for students who are doing the right thing.

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. Staff is trained annually on Child abuse reporting procedures.

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

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.

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;

- Shall contribute to an environment of mutual respect, caring and cooperation: and
- 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, the protection of personal property, 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

Rosedale Elementary 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 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*, The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Section 10: Discipline Policy and Code, Bullying Prevention

Overview

Consequences for violating behavioral and academic expectations are fair, known to, and understood by students and staff, and reviewed regularly in classrooms. Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations, and focus on the cause of problems, not the symptoms. Parents are notified and asked to be a part of the solution to correct inappropriate behavior. The discipline policy includes developmentally appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate; rewards are varied and personal. Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

Rosedale has a school-wide discipline plan based on *PBIS, The Toolbox Project* and *Love and Logic*. The discipline plan recognizes students for good behavior and provides intervention for those who choose to ignore school rules. Activities for students and families to promote self-esteem, positive feelings and school spirit include Raccoon (citizenship) awards, activities with the principal, tri-monthly assemblies, and school t-shirts on Fridays. Rosedale encourages participation in student governance called Leadership Club, an after school enrichment program that provides leadership opportunities and positive peer role models. Rosedale's staff believes that students who feel good about themselves will be significantly more successful in school, and that students who are successful in school will feel good about themselves. The total staff strives to accentuate the positive. Recognition of academic achievement is held at the close of each grading period. Citizenship assemblies are held each trimester to recognize positive behavior.

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 Rosedale Elementary School.

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, Rosedale Elementary School 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

Parents and staff are encouraged to give consistent messages to their children about the importance of treating one another with respect, appreciating diversity, dealing with conflict in a healthy manner, and reporting incidents of bullying. At Rosedale, children are taught that it is not tattling or snitching when you report when someone is being hurt. This would include emotional and physical pain. By reporting to a trusted adult you are helping not just those being targeted, but also those engaging in bullying. We also discuss the importance of bystander power or becoming a Rosedale HERO, meaning that those who see bullying can be part of the solution by reporting or intervening on behalf of the targeted child.

When bullying behavior is reported by parents or staff members, parents will be contacted by phone and interventions will begin immediately with the targeted child and the bully being counseled. Discipline or consequences will be consistent, fair and clear to all involved.

School resources that staff utilize to assist students in dealing with bullying, conflicts or friendships

- Toolbox
- Steps to Respect
- 2nd Step
- Rosedale Hero
- Healthy Play
- Best Behavior (PBIS)

Section 11: At-Risk Concerns; To Include Dress Code Provisions and providing a safe and Orderly Environment conducive to learning

Overview

Rosedale Elementary 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 Rosedale 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.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Rosedale Elementary School. The staff at Rosedale Elementary shall work 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 the families.

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Rosedale Elementary School 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. Rosedale Elementary has access to three elementary school alternative programs. The first is an In-School Suspension program housed at McManus Elementary School. Second, is the Opportunity Program housed at Chapman Elementary School. Third, is the Reset program housed and McManus Elementary School. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

Rosedale Elementary places students on behavior contracts, which focus on academics and positive behavior to promote better decision making.

Truancy Learning Center/District Attorney Referral

Rosedale Elementary School recognizes the importance of punctuality and regular attendance. The staff of Rosedale Elementary School shall accurately record 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. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board (SARB).

Megan's Law Notification

The staff of Rosedale Elementary School 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

School safety is of primary importance to all of us. At Rosedale, we want our focus to be on academics, student achievement, self-esteem and student activities. It is the responsibility of the parent/guardian to see that a student is dressed appropriately for school. Attention should be given to cleanliness and safety.

- Students should not wear clothing that creates a disruption of classroom order;
- Clothing should provide adequate coverage of the body: open-toe sandals, short-shorts, bathing suits, halter tops, tube tops, undershirts, bare midriffs, sheer garments, sagging pants, etc. are not considered adequate coverage. Crude or vulgar lettering or printing, pictures depicting or encouraging use of tobacco, drugs, alcoholic beverages, racial/ethnic slurs, violence or sexually suggestive messages on shirts, sweatshirts, jackets or other wearing apparel are not acceptable;
- Attire associated with “gangs” such as the wearing of colors, gang insignias, bandanas, etc. is not acceptable;
- Hats will be permitted as protection from cold weather and sun. They may not display a sports logo, be worn backwards, or inside of buildings. Hat privileges may be revoked if individuals compromise the hat policy;
- No unusual haircuts or dyed colored hair;
- Make-up is not appropriate for elementary school.

A student who violates the dress code and refuses to follow the direction of the staff regarding this code shall be subject to disciplinary action, including:

- The staff shall explain to the student why the attire is inappropriate, giving the student opportunity to respond, and notification to the parent/guardian;
- If a determination is made that attire is not appropriate, the following options will be considered;
- A request made for the student to remove the article. The article may be returned at the end of the school day;
- The student may be referred to the office to be allowed to return home to change into appropriate clothing, after a call to the parent explaining why the student is returning home;

- The staff and student agree upon a solution that will comply with the school policy, such as turning the shirt wrong side out; asking the parent to bring suitable article to school for the student to change; and
- Other discipline as determined appropriate by the Principal/designee.
- School administration will continue to evaluate issues related to appearance and clothing that reflect goals of safety and a positive learning environment.

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.

- Rosedale Elementary School operates a closed campus, where pupils must have permission to leave the campus during school hours;
- Rosedale Elementary School has minimized blind spots around the school facility;
- Rosedale Elementary School has set a priority to keep buildings clean and maintained;
- Rosedale Elementary School has limited roof access by keeping dumpsters away from building walls.
- Rosedale Elementary School keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons;
- Rosedale Elementary School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot;
- Rosedale Elementary School ensures vehicle access around the building(s) for night surveillance and emergency vehicles;
- Rosedale Elementary School keeps a complete list of staff members who have keys to buildings;
- Rosedale Elementary School does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery;
- Rosedale Elementary School provides maximum supervision in heavy traffic areas;
- Rosedale Elementary School has established two-way communication between the front office and each classroom; and
- Rosedale Elementary School has instituted after-school academic and recreational programs for students who have to stay beyond the school hours.

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.

Rosedale Elementary School employs a Principal and 4 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 and the campus supervisors at Rosedale 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 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

Rosedale 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 Rosedale 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.

Teacher Notice of Disciplinary History

Rosedale Elementary 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.

Rosedale Elementary School:

- Effectively uses the School Site Council;
- Notifies parents about, and encourages participation in parenting programs;
- Has established a school visitation procedure with law enforcement and the fire department;
- Provides a newsletter to parents;
- Uses the School Accountability Report Card as a procedure to communicate to parents; and
- Provides opportunities for Teacher-Parent Conferences.
- Has an active PTA which helps plan school events and focuses on fund raising for the school.

Each classroom is arranged to help prevent aggressive behavior. Pupils are in full view of the teacher so the teacher can easily monitor student 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

Rosedale Elementary School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Rosedale 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.

Rosedale 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.

Rosedale 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.

Rosedale 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, Rosedale Elementary School shall contact the district office to determine whether to file for a temporary restraining order and injunction.