

Chico Junior High School

Safe Schools Plan 2017-2018

Planning Committee Members:

Safety Team Members Signature Page:

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Assistant Principal:	(Jessica Cap)	<u>Jessica Cap</u>
Teacher in Charge:	(Amy DeLune)	<u>Amy DeLune</u>
Teacher:	(Vanessa Quevedo)	<u>Vanessa Quevedo</u>
Teacher:	(Kevin Wisdom)	<u>Kevin Wisdom</u>
Teacher:	(Chase Redkey)	<u>Chase Redkey</u>
School Office Manager:	(Denise Hughes)	<u>Denise Hughes</u>
Campus Supervisor:	(Jay Nelson)	<u>Jay Nelson</u>
Campus Supervisor:	(Sarah Lopez)	<u>Sarah M. Lopez</u>
Custodian:	(SAM KIMBER)	<u>Sam Kimber</u>
Parent:	(Sylvia Accetta)	<u>Sylvia Accetta</u>
Student	(Lilly Peck)	<u>Lilly Peck</u>
Student	(Taylor Deven)	<u>Taylor Deven</u>
Student	(Alexa Agnew)	<u>Alexa Agnew</u>

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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.

Chico Junior High School INCIDENT RESPONSE TEAM 2017-2018

Incident Coordinator:	Pedro Caldera/Jessica Capen
Incident Coordinator Assistant:	Jessica Capen
Scribe(s):	Denise Hughes/ Patty Standley
Operations/Logistics:	Jessica Capen
Operations/Logistics Assistant:	Jorge Salas/Ashly LaCroix
Safety:	Jorge Salas/Patty Haley
Liaison/Intelligence:	Patty Haley
Intelligence:	Chico PD
Public Information:	District Office Personnel
<u>Responsibilities of Incident Coordinator</u>	P. Caldera/J. Capen

- 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)

J. Capen

- 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)

D. Hughes/P. Standley

- 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

J. Capen/ J. Salas

- 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**Jorge Salas**

- 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**Jorge Salas/ P.Haley**

- 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 PERSONNEL**

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

Code Red Lock Down

THREAT LEVELS AND CORRESPONDING EMERGENCY ACTION

Notification of emergency will be announced by the site Administrator

Code Red (Armed Intruder)

• Option 1: Barricade

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Fortify doors and windows with available furniture
- Students on ground or hidden
- Wait for instructions from Incident Coordinator

• Option 2: Evacuate

- Flee away from threat.
- Communicate via Catapult EMS

• Option 3: Counter

- Last resort, take all actions necessary to distract intruder and escape.

CODE RED/ Imminent Threat

Follow directions of Incident coordinator: LOCK DOWN or EVACUATE

When the CODE RED (lockdown) alert is given, take the following actions:

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Students on ground or hidden.
- Wait for instructions from Incident Coordinator via Catapult EMS

When the Evacuate order is given, take the following actions:

- Immediately vacate the building using the Fire Drill Evacuation Map
- Communicate via Catapult EMS

Code Yellow: Precautionary

- 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.

BOMB THREAT/ BOMB EMERGENCY

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

BOMB EMERGENCY: A bomb has been located.

BOMB THREAT PROCEDURE

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 via Catapult EMS and evacuate in an orderly manner.
5. Move students a safe distance from the buildings or bomb site and account for all students Via Catapult EMS.
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 via Catapult EMS
 - 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 **drop and cover**.
2. **Assess** the situation and decide on necessary actions (e.g., evacuation).
3. **Inform** the office of the situation as quickly and calmly as possible.
4. **Render** first aid if necessary.
5. Wait for instructions from Incident Coordinator via Catapult EMS.

SHOTS HEARD OR FIRED

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

2. If situation permits, make note of details:

VEHICLE

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

PERSON

Height
Weight
Gender/race
Color of hair
Color of clothing
Weapons

3. **Call 911:** give your name and location and advise them of the situation.

4. Call your school's main office. The main office will call the district office at 891-3001

5. If necessary, render first aid.

6. Teachers will be notified by the Principal or designee to follow the **CODE RED LOCKDOWN PROCEDURE**.

Earthquake

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. When the earthquake is over, initiate EVACUATION—giving special consideration to exit routes to ensure safety. Take roll via Catapult EMS.

2. OUTSIDE SCHOOL BUILDING:

The teacher or person in authority directs students to safe place out 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. Take roll via Catapult EMS.

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

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. When the earthquake is over, initiate EVACUATION—giving special consideration to exit routes to ensure safety. Take roll via Catapult EMS.

2. **OUTSIDE SCHOOL BUILDING:**

The teacher or person in authority directs students to safe place out 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. Take roll via Catapult EMS.

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.

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 if it is unknown whether or not 911 notification has already taken place. 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 [Catapult EMS – used by school]. 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 in-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.

Chico Junior High School

2017-2018 CJHS Regular Bell Schedule

Period	Starts	Ends
Warning	8:00	
Period 1	8:05	8:58
Period 2	9:02	9:55
Period 3	9:59	10:52
6th grade LUNCH	10:52	11:33
Period 4 - 7/8th	10:56	11:49
Period 4 - 6th	11:37	12:30
7/8th grade LUNCH	11:49	12:30
SSR	12:34	12:54
Period 5	12:58	1:50
Period 6	1:54	2:46

CJHS Late Start Wednesday

Period	Starts	Ends
Collaboration	8:00	9:00
Warning	9:00	
Period 1	9:05	9:51
Period 2	9:55	10:41
Period 3	10:45	11:31
6th grade LUNCH	11:31	12:16
Period 4 - 7/8th	11:35	12:20
Period 4 - 6th	12:20	1:06
7/8th grade LUNCH	12:20	1:06
Period 5	1:10	1:56
Period 6	2:00	2:46

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 Chico Junior High School:

Vision:

- Chico Junior High School will provide a safe, orderly, and secure environment conducive to learning.
- Chico Junior High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
- Chico Junior High School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
- Chico Junior High School will develop a plan to work cooperatively and collaboratively with parents/guardians, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
- Chico Junior High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
- Chico Junior High School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
- Chico Junior High School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Mission Statement:

To graduate all our students with high levels of academic success and who are ready for high school via a system of collaboration, effective teaching strategies, assessment, and support.

Section 6: Chico Junior High School Profile

School Climate:

Leadership at Chico Junior High School is a shared process. A proactive role is assumed in all phases of the school operation. The current Administration team is committed to developing Chico Junior High School toward excellence in the areas of academic and social behavior.

The Administration team sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Faculty innovation:

The teachers at Chico Junior High School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Teachers collaborate on a weekly basis and use data from common assessments to improve student learning and teaching. Furthermore, classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. The industrial technology program, as recommended for middle schools, is a leading program in California. Chico Junior also offers dual immersion science and history in the 7th and 8th grade. The campus offers a movie theater, two computer labs, and there are E-Beams in most classrooms. Chico Junior High School has an award winning vocal and instrumental program that consistently receives superior ratings at state music festivals.

Pupils have the opportunity to participate in noon and after-school activities. At noon students can do soccer, basketball, touch football, goofball, or attend the clubs like Club Live, Chess, Community Service, and Student Leadership. They can also be directed to Center for Success to help on homework.

After school, students can participate in club sports like, basketball, wrestling, and cross country, or they can participate in, indoor soccer, basketball, and dodge ball. Students have the opportunity to attend the afterschool program that provides with students with 1 hour of academic support and 2 hours of activities.

Staff provides opportunities and additional activities open to pupils in other areas for example: art and drawing contests, participation in community events and activities, and environmental education Programs.

Student Diversity:

Chico Junior High School is a very diverse school. Approximately 56.6% of the pupils are in low socio-economic families receiving aid and are eligible for free/reduce lunches. Chico Junior High School defines low socio-economic families as those who qualify for free or reduced lunch services and/or have parents that are not high school graduates. The ethnic makeup of the pupil population is 29.9% Hispanic, 5.5% Black, 54.3 % Caucasian, 5.5% Asian, 2.2% American Indian and 1% other.

Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

Student Advocacy:

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.

The school counselors and the school psychologist at Chico Junior High School have received training in conflict resolution and confrontation skills. In addition, some students are trained in peer mediation. Chico Junior High School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Assigned to Chico Junior High School is a school psychologist, and two fulltime counselors, and 1 part-time counselor, one of which is bilingual in Spanish.

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

Chico Junior High School offers several recognition and award programs on a semester basis based on grade and attendance improvement. Students who have recovered credit from failed classes are also recognized.

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

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

Chico Junior High School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system.

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and administrators provide campus supervision, specifically identified

problem areas like the bike rack on the north side of the campus, the west playfield, and behind the pool to reduce discipline, crime, or other school safety concerns.

School Profile:

Chico Junior High School was constructed in 1953 and currently has an enrollment of 842 students in grades 6, 7, and 8. There are 2 administrators and 38 teachers with a student to teacher ratio of 175:1. The district receives \$6,169 per student by the state. Chico Junior has an active PTSA, School Site Council, and parent volunteer participation. We have a strong leadership that believes in doing things that are good for kids and a general atmosphere of "we can" is prevalent.

Chico Junior High School faces challenges in maintaining a safe school. This Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

Support Services and Programs:

Assigned to Chico Junior High School is a school psychologist, two fulltime counselors, and one part-time counselor, one of whom is bilingual in Spanish. District programs contributing to mental health goals include the All-Stars program that addresses drug, alcohol, and health issues.

SBIT (Student Based Intervention Team) a team composed of counselors, teachers, bilingual liaisons, an administrator, a school psychologist, and support staff which 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.

Place/Physical Environment/Safety:

Chico Junior High School is part of the Chico Unified School District and is located in Chico, California. According to the 2014 census, the city of Chico had a population of approximately 89,180. (<http://www.census.gov>). Chico has approximately 37,050 households, with an average income of \$43,372 per year. Our unemployment rate is 5.7% in April of 2015.

The school site encompasses 20 acres. The buildings have numerous corridors and face two busy city streets in the center of Chico, California. The school faces Memorial Way on the south and Oleander St. on the Westside of the campus. Chico Junior High School is completely open campus. The site is mainly composed of 10 buildings. These buildings house several wings that include 38 permanent classrooms the main office, the cafeteria, several restrooms, a library, and a health office. Included in this Safe School Plan is a school map.

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted during the 2016 year. 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.

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.

It is also the practice of Chico Junior High School to remove all graffiti from school property before pupils arrive to begin their school day. Graffiti is also reported to the Chico Police Department. Other acts of vandalism are promptly addressed.

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.

Beliefs:

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

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Chico Junior High School's efforts are outlined below in the safety sections.

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

Teacher referrals for mental health services:

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

Preventing and Intervening in Pupil Aggressive Behavior:

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

Staff members at Chico Junior High School have received training in conflict resolution and confrontation skills. Chico Junior High School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs:

Chico Junior High School's school psychologist and counselors work with staff to identify and support students and their families. 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) 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:

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

Student Recognition Programs:

Chico Junior High School offers several recognition and award programs on a semester basis based on grades and grade improvement. Students who have recovered credit from failed classes are also recognized. Furthermore students are recognized for attendance monthly, quarterly, and at semester. Students are also recognized by their teachers on a monthly basis promoting positive behavior during our rallies.

Child Abuse reporting Procedures:

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

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

The law defines child abuse as:

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

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

Types of injuries indicative of physical abuse include:

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

Section 9: Discrimination and Harassment Policy and Procedures:

Overview:

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

Nondiscrimination and Fair Treatment of Pupils:

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

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

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

A copy of the “Parent Student Handbook” is 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:

Chico Junior High 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:

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.

Chico Junior High School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Chico Junior High School 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 Chico Junior High 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, Chico Junior High 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.

Discipline Procedures Flow Chart

Discipline: "Training expected to produce a specific character or pattern of behavior; especially training that produces moral or mental improvement."

Misbehavior: Misbehavior in class, unsuspendable offense

First Offense: Teaching strategies engage students, behavior expectations are posted, teacher warning, possible parent contact

Second Offense: Review rules and expectations; make parent contact, possible referral to office

Third Offense: Referral to office, detention is assigned; parent contact is made by administrator, possible class suspension

Fourth Offense: Saturday school is assigned, loss of dance privileges with second referral, meet with parents for possible behavioral contract, possible suspension from class, possible referral to counseling

Fifth Offense: Suspension, possible referral to AFC, create a behavior contract

Bully Prevention: The following are our bully prevention strategies. This is tentative and subject to change.

August:

- Meet with parents during back to school and discuss culture of school and how to combat bullying: Including letting them know that campus safety is everyone's responsibility.
- Principal's Message on School site Web Page: How to combat Bullying and methods to communicate bullying to school staff; For example, how to use the bully box and bully hot-line

September

- Administrators go to every history class and discuss behavior expectations and Chico Junior's stance to bullying and academic expectations. Students are also taught how to communicate issues of bullying to staff through counseling appointments, e-mailing staff, using the bully box, and the bully hotline.
- Leadership class posts words of encouragement around the school and they are posted in the daily bulletin.

October

- Club live leaders meet and discuss bullying during the World Café. To include what students can do to improve the environment of the school.
- Project is continuous throughout the year.
- Counselors spend 1 hr. meeting with all 7th graders to discuss the effects of bullying and how to help students.

November/December

- 8th Graders read book in common: "Bully". Students are guiding through the book and the effects of bullying by their teachers during SSR.

January/ February

- 7th Graders read book in common: "Bullying". Students are guiding through the book and the effects of bullying by their teachers during SSR.

March/ April/ May

- Leadership class plans to promote week long activities that foster kindness and respect: For example. (Have lunch with someone you don't know week, Give high fives week, Pay someone a compliment week, Help someone do their homework week, Take pride in your campus week, Proud to be a Cougar week, etc.

Cyber bullying information and prevention can be found on Chico Junior Website.

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

Overview:

Chico Junior High 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 Chico Junior High 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 Chico Junior High School. The staff at Chico Junior High School 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. Chico Junior High 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. Chico Junior has access to two junior high alternative programs. The first, is CAL (Center for Alternative Learning) designed to aid students who are credit deficient. The second is AFC (Academy for Change), which houses the In School Suspension Program and the Expulsion program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

Chico Junior places students on behavior contracts that focus on academics and positive behavior to promote better decision making.

Truancy Process/District Attorney Referral:

Chico Junior High School recognizes the importance of punctuality and regular attendance. The staff of Chico Junior High 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 Chico Junior High 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: Chico Junior follows a strict dress code policy. The following items are not part of Chico Junior dress code.

NO Sagging

NO clothes with gang symbols

NO low cut tops or short shirts

NO short shorts/skirts *

NO ripped or holey pants without leggings

NO underwear showing
NO alcohol, drugs or weapon symbols on clothing
NO hats *

* Shorts, skirts and dresses with slits may be worn but must be no shorter than the end of fingertips when arms are held straight. Spandex may be worn under shorts or skirts, but must also meet the fingertip rule.

* Chico Unified hats may be worn in non-covered areas.

1st Offense: The student changes or removes article in question. Parent may bring change of clothing. If there is no change of clothing option available, the student will change into their PE clothes.

2nd Offense: The student changes or removes the article in question and is assigned detention and the parent is notified. If there is no change of clothing option available, the student will change into their PE clothes.

3rd Offense: The student changes or removes the article in question and is assigned detention and the parent is notified. If there is no change of clothing option available, the student will change into their PE clothes.

4th Offense: The students changes or removes clothing in article in question, is assigned in school suspension, and parents are informed of such. If there is no change of clothing option available, the student will change into their PE clothes.

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.

- Chico Junior High School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Chico Junior High School has minimized blind spots around the school facility.
- Chico Junior High School has installed an alarm system.
- Chico Junior High School has set a priority to keep buildings clean and maintained.
- Chico Junior High School has limited roof access by keeping dumpsters away from building walls.
- Chico Junior High School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Chico Junior High School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Chico Junior High School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Chico Junior High School has established a procedure to have the school campus fully lighted at night.
- Chico Junior High School keeps a complete list of staff members who have keys to buildings.

- Chico Junior High 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.
- Chico Junior High School provides maximum supervision in heavy traffic areas.
- Chico Junior High School has established two-way communication between the front office and each classroom.
- Chico Junior High School offers school-or-community-based activities for students after school and on the weekends.
- Chico Junior High 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.

Chico Junior High School employs a principal, a vice-principal, and 5 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 Chico Junior High 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:

Chico Junior High 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 Chico Junior High 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:

Chico Junior High 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.

Chico Junior High 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.
- 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 14: Visitors and Disruptions to Educational Process:

Chico Junior High School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Chico Junior High 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.

Chico Junior High 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.

Chico Junior High 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.

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

Section 15: Public Agencies use of School for Mass Care and Welfare Shelters

Chico Unified School District will allow a public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.