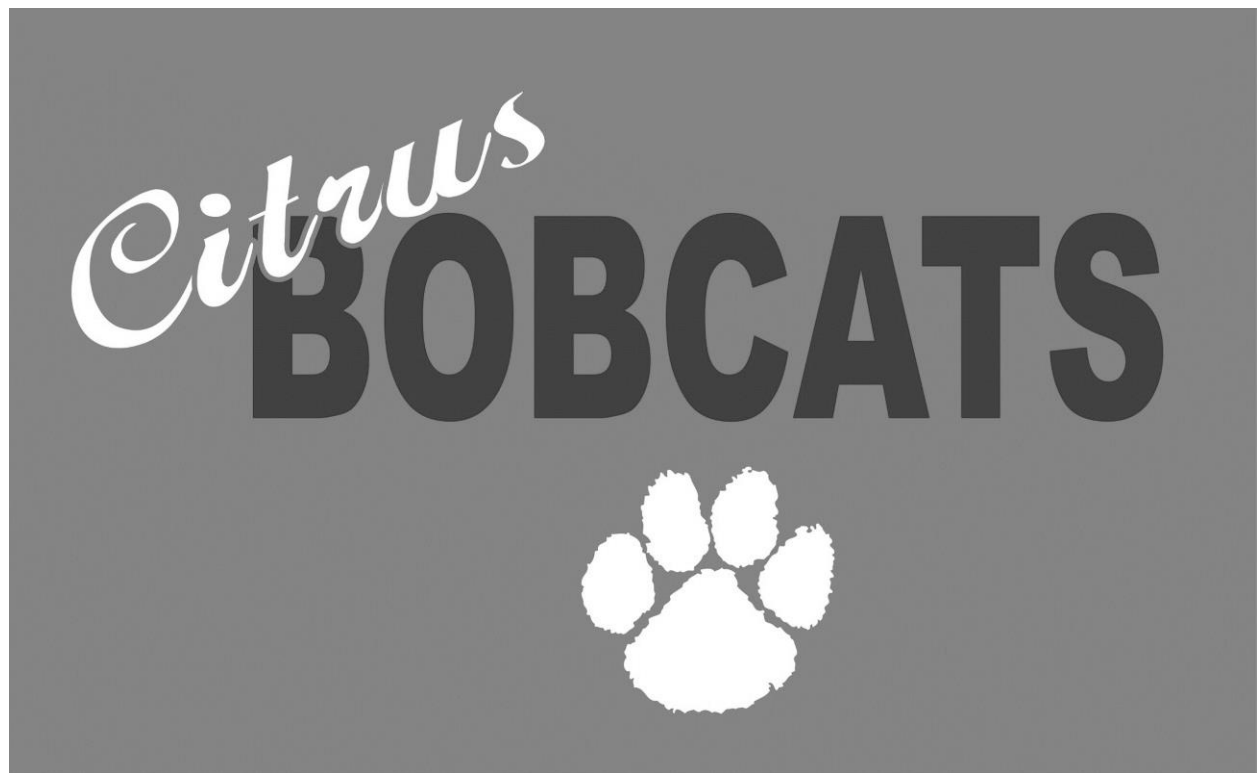


Citrus Elementary School
Safe Schools Plan
2017-2018



1350 Citrus Avenue
Chico, CA 95926
(530) 891-3107

**Citrus Elementary
Safe Schools Plan
2017-2018**

Planning Committee Members:

Safety Team Members Signature Page:

School Principal: Rachel Tadeo

Assistant Principal:

Teacher in Charge:

Shanon Payne 

Teacher:

Melanie Winslow 

Teacher:

Chloe Countryman 

Teacher:

School Office Manager:

Sun Soldano 

Campus Supervisor:

Campus Supervisor:

Custodian:

Doug Alden 

Parent:

Liz Petterson 

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Section 1: Incident Response Team, Disaster Procedures

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

Citrus Elementary School INCIDENT RESPONSE TEAM 2017-2018

- Incident Coordinator: **Rachel Tadeo** _____
- Incident Coordinator Assistant: **Shannon Payne** _____
- Scribe(s): **Kelly Fellner** _____
- Operations/Logistics: **Sun Soldano** _____
- Operations/Logistics Assistant: **Diana Soulliere** _____
- Safety: **Brian Oldfield** _____
- Liaison/Intelligence: **Shannon Payne** _____
- Intelligence: **Chico P.D.**
- Public Information: **District Office Personnel**

Responsibilities of Incident Coordinator**Rachel Tadeo**

- 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)**Shannon Payne**

- 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)**Kelly Fellner**

- 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**Sun Soldano**

- 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**Diana Soulliere**

- 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**Brian Oldfield**

- 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/ Shannon Payne (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.

Code Red Lock Down

EMERGENCY ACTION AND WARNING SIGNALS

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

Level III - Emergency Lockdown

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

Level II - Standby Lockdown

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

Level I - Monitor Shelter in Place

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

EVACUATION will begin with the announcement, "This is an evacuation."
Or emergency personnel will come to your door.

Need Assistance

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

Option 2: During a lockdown, the "NEED ASSISTANCE" page can be placed in a window to notify police and emergency personnel that staff or students need assistance as soon as possible. The following are reasons that you may need to post this sign:

- 1) Injury
- 2) Medical Need

BOMB THREAT PROCEDURE

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

BOMB EMERGENCY: A bomb has been located.

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

BOMB EMERGENCY PROCEDURE:

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

Fire/Explosion

Fire

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

EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should initiate Action DROP.

2. Assess the situation and decide whether any actions (e.g., evacuation) are necessary.
3. Inform the office of the situation as quickly and calmly as possible.
4. If necessary, render first aid

SHOTS HEARD OR FIRED

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

VEHICLE

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

Person

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

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

Earthquakes

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

1. INSIDE SCHOOL BUILDING:

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

2. OUTSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DROP. The safest place is in the open, away from any

potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.). Stay there until the earthquake is over.

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

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

1. **INSIDE SCHOOL BUILDING:**

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

2. **OUTSIDE SCHOOL BUILDING:**

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

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

Evacuation

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

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

RELOCATION/REUNIFICATION:

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

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

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

REMEMBER: STAY CALM. YOUR EMOTIONS WILL FEED INTO THE REACTIONS OF THE STUDENTS! All Managers to stay with staff until all are accounted for.

Persons Who May Need Assistance:

- Visually Impaired

- Hearing Impaired
- Wheelchair Confined
- Preschoolers and Infants

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

RENDER FIRST AID AS NECESSARY

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. [To Dial 911 using the school phone system 1. Pick up the Receiver, 2. Dial 9, pause and 9 again and then 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.
- 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. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.
- Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en-route to the school are redirected to a designated relocation site.

B. Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.

- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

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

Master Schedule



Citrus School 2017/18 Daily Class Schedule

Citrus Phone # 891-3107

TRANSITIONAL KINDERGARTEN

8:15	Class Begins
8:15-9:25	Class
9:25-9:40	Recess
10:05-11:10	Class
11:10-11:55	Lunch
11:55-1:55	Class
1:55	Dismissal

KINDERGARTEN

8:15	Class Begins
11:10-11:55	Lunch
11:55-1:00	Class
1:00-2:00	Enrichment
2:00	Dismissal

GRADES 1, 2 & 3

8:15	Class begins
8:15-9:45	Class
9:45-10:05	Recess
10:05-11:20	Class
11:20-12:05	Lunch
12:05-2:00	Class

GRADE 4 & 5

8:15	Class begins
8:15-10:05	Class
10:05-10:25	Recess
10:25-11:50	Class
11:50-12:30	Lunch
12:30-2:15	Class

2:00

Dismissal

2:15

Dismissal

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-off List

Section 4: Substitute Teacher Procedures

Substitute Teacher Check-off List

- **Substitutes are to sign in at the main office upon arriving at school.**
- **Upon signing in, substitutes will be given a classroom roll folder, room key, yard duty schedule, and substitute identification badge.**
- **Substitutes will be made aware of the Code Red information on the back of the substitute badge.**
- **Substitutes will take roll and lunch counts and turn in to the main office by 9 o'clock a.m.**
- **Substitutes will turn in room key and substitute badge at the end of their assigned time**

Section 5: Vision and Mission statement of Citrus Elementary School:

Vision:

- Citrus Elementary School will provide a safe, orderly, and secure environment conducive to learning.
- Citrus Elementary School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
- Citrus Elementary 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.
- Citrus Elementary 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.
- Citrus Elementary School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
- Citrus Elementary School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
- Citrus Elementary 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:

The mission of Citrus Avenue School is to provide a safe, positive learning environment and to assure that students meet their full potential for success in a global society.

Section 6: School Profile

School Climate:

- Students and staff feel physically and psychologically secure from physical or verbal attacks.
- The dignity and heritage of a person is affirmed and respected.
- Students and staff are concerned about what happens to each other. They accept ownership for what happens at school.
- Expectations are clearly stated and known to everyone.
- Rules are realistic, practical, fair and consistent. All areas of the campus have signs posted with safety rules for that station.

Faculty innovation:

- Quality staff members representing the gender and racial or ethnic backgrounds of students and having diversified expertise are recruited to work effectively with students.
- Staff receives ongoing in-service training to meet the social/emotional needs of the student body (e.g. Wise Skills, Love and Logic, BEST Training, Healthy Play, Second Step, cultural awareness, drug and alcohol abuse prevention, and anti-bullying strategies.)
- The health technician, who is here daily, has CPR and basic first aid training. Additionally, we have a school nurse on campus once per week, with added support available as needed. Three staff members have administrative credentials and a number of other staff are certified in CPR.

Student Diversity:

Citrus Elementary School is a very diverse school. Approximately 80% of the pupils are in low socio-economic families receiving aid and are eligible for free/reduce lunches. Citrus Elementary 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 25.5% Hispanic, 6.3% African American, 42.3 % Caucasian, 13% Asian, 1.3% 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:

- Social Service support systems are coordinated within the school to provide needed services. Some examples of these systems include: NVCSS counseling, PIP, Second Step classroom instruction in grades K-3 and Healthy Play for grades K-6. Citrus teachers are also in their third year of (PBIS) Positive Behavior Intervention Systems, and receive professional development to promote and improve our schoolwide systems.
- Curricular and special programs are designed to address issues relevant to school community needs, (e.g. drugs awareness, anti-bullying strategies, family structure and services, friendship groups etc.).

Section 7: California Safe Schools Assessment

California Safe Schools Assessment:

- Evaluating the safety of its campus and the resources to keep it safe for students, staff, and the public.
- Citrus Elementary employs the Incident Command System as outlined in the CUSD Emergency Operations Plan.
- An alarm system has been installed in the main building.
- Each classroom and support staff has radios for emergency use and communication on campus.
- The staff is trained in incident response structures and procedures by site and district administration.
- In addition to the Principal, there is a Teacher in Charge, and a Behavior Intervention Aide. The Teacher in Charge assists the Principal and acts as the site administrator in the absence of the Principal.
- An iron fence was installed in the front of the school to close pedestrian traffic in and out of the campus.
- There have been improvements to the ramp and stairs to the front entrance of the school.
- Outside lighting is being installed to provide safe walkways at night.
- Citrus has not had any reportable crimes to this date. Teachers, staff and the community try to keep a constant vigilance during closed campus hours and on weekends. During the school day, staff members, campus supervisors and administrators provide campus supervision, to all areas of the campus.

School Profile:

Citrus Avenue Elementary School provides a safe, positive environment in which individual students have the opportunity to meet their full potential academically, socially, emotionally, and creatively. Students will learn to respect themselves and others, as well as the world in which they live. The responsibility for helping students develop these essential skills will be shared by parents, school staff, community members and the students themselves. We use a variety of resources and strategies to work toward this goal. Citrus implemented a Friday Morning Line-up meeting. The entire school meets on the blacktop to acknowledge positive behaviors. Each class presents a small performance on a character trait. The whole school recites the Citrus Pledge, and Flag salute together.

Support Services and Programs:

Citrus Elementary fosters positive pupil interpersonal relations 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. A Student Services PLC has been implemented to provide services and strategies for student success. The PLC team is comprised of the Principal, Teacher In Charge, Behavior Intervention Aide, School Counselor, School Nurse, School Psychologist, Speech teacher, RSP teacher and when appropriate the classroom teacher.

Place/Physical Environment/Safety:

- Citrus is located in the center of a residential area close to a hospital, high school, and university campus. It is on a busy street near a major cross-road of commercial activity. The school works cooperatively with nearby businesses and neighborhoods to reduce crime and to discourage crime near the school.
- The school pays particular attention to our issue of high traffic congestion and potential problems with ongoing supervision and community education/communication.
- Citrus is located within a few blocks of a major hospital and medical center. Additionally, we are within a few blocks of Chico High School and California State University, Chico.

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. Citrus Elementary School promotes educationally and psychologically healthy environments for all children and youth. Citrus Elementary 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. Citrus Elementary 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.

Section 8: 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. On an on-going basis, referrals can be made via the PBIS protocols for school PLC weekly meetings.

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 Citrus Elementary School have received training in the PBIS Positive Behavior Intervention System program to support a school wide discipline approach. Citrus Elementary School uses a variety of resources to support positive behaviors throughout our student population. Identifying students with antisocial and aggressive tendencies is measured by (a) teacher referrals to the discipline and counseling staff, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs:

Assigned to Citrus Elementary School is a school psychologist, PIP, Toolbox program, a Behavior Intervention Aide, a full time counselor, and the Second Step program.

District programs contributing to mental health goals include counseling from Butte County Behavioral Health

Intervention Team:

SBIT (Student Based Intervention Team) A team composed of the Principal, School Psychologist, School nurse, speech pathologists, RSP teacher, Targeted Case Manager, Title 1 Teacher, and the discipline support staff meet to identify and provide assistance to students and their family in need of academic, behavior modification, health, and mental health needs. In cases where a student exhibits specific characteristics which coincide with suicide, the principal, school psychologist/ counselor or police shall be contacted.

Professional Development: Citrus Elementary supports teachers for staff development through staff presentations related to school goals and Common Core Standards. This area is also supported at the District level by attending District Staff meetings. 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.

Student Recognition Programs:

Citrus Elementary School promotes student recognition in a variety of ways. On a daily basis students are recognized for positive behavior and academic improvement with Power Paws which they redeem at the Bobcat den. Citrus also has a semester recognition awards assembly where students are recognized for improved academic scores. There is also a Reading Incentive program where students based on their AR growth earn a Gold, Silver or Bronze medal. In addition, students are recognized for attendance. Students are also recognized by their teachers on a daily basis.

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:

Citrus 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:**

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.

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

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 event

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, parent contact is made by administrator, possible class suspension, or referral to Re-Set classroom at McManus Elementary.

Fourth Offense: Suspension, possible referral to Behavior Intervention Aide to create a behavior contract

Bully Prevention: The following are our bully prevention strategies.

Citrus Elementary has designed a resource pamphlet for Citrus Elementary School families and students. The Theme is to be a Citrus hero. The focus is to identify bullying behavior and how to address it. Areas of focus identify the difference between conflict and bullying, reporting and tattling, definition and forms of bullying behavior, roles in bullying and the response to bullying behavior.

Citrus uses the following resources to address bullying behavior. Guidance staff and counselors teach skills in class and support students in times of difficulty, Toolbox, Tools for Learning, Second Step, a violence prevention program, Steps to Respect and other bullying prevention/ curriculum resources, Healthy Play, and positive interventions and supports. Cyber bullying information and prevention can be found on Citrus Website.

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

Overview:

Citrus 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 Citrus 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. The school's Crisis team shall be in effect should there be a need to respond to an emergency.

Gang Affiliation:

Gang affiliation and gang activity will not be tolerated at Citrus Elementary School. The staff at Citrus Elementary 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. Citrus Elementary School uses its links with the Chico Police Department to enhance its effort to curb gang influence. Graffiti on Citrus campus is immediately addressed and removed.

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. The Opportunity Class is housed on the Chapman Campus which is a designed for intense intervention and behavior modification for elementary students.

Drug and Violence Prevention Programs:

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

Truancy Learning Center/District Attorney Referral:

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

NO Sagging or baggy pants
 NO clothes with gang symbols
 NO low cut tops or short shirts that show midriiffs
 NO visible bra straps
 NO short shorts/skirts *
 NO ripped or holey pants
 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.

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. Citrus Elementary has installed iron fencing to the front of the school to minimize the pedestrian traffic onto campus from the street. An alarm system has also been installed in the main building. Reconstruction of the front entrance includes a wider wheelchair ramp, and stairs modified for ADA. In addition, outside lighting is being installed to improve walkways throughout campus.

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.

Citrus Elementary School employs a principal, a Teacher In Charge, and 3 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. This personnel has developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, Teacher In Charge and the campus supervisors or other staff at Citrus 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, Teacher In Charge, staff 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:

Citrus 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 Citrus 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:

Citrus 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.

Citrus 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.
- 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:

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

Citrus 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.

Citrus 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.

Citrus 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, Citrus Avenue Elementary 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.