

Emma Wilson Elementary

Safe Schools Plan 2017-2018

Planning Committee Members:

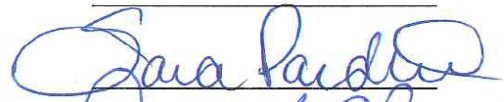
Safety Team Members Signature Page:

School Principal: (Kimberly Rodgers)



Probation Officer: (As Appointed)

Teacher in Charge: (Sara Pardini)



Teacher: (Diane Clark)



Teacher: (Kelly Morrison)



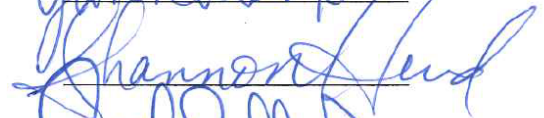
School Site Council
President/Teacher: (Carlie Uebelhardt)



School Office Manager: (Jan Alonzo)



Lead Supervisor: (Shannon Hurd)



Custodian: (Joel Salberg)



Parent: (Katie Alves)

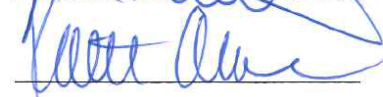


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Section 1: Incident Response Team, Disaster Procedures, Supervision Detail, Egress and Ingress

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.

Emma Wilson Elementary School INCIDENT RESPONSE TEAM 2017-2018

Incident Coordinator:	Kimberly Rodgers/Sara Pardini
Incident Coordinator Assistant:	Sara Pardini
Scribe(s):	Katie Alves/Stephanie Bertoni
Operations/Logistics:	Jan Alonzo/Betsy Matz/Sara Pardini
Operations/Logistics Assistant:	Betsy Matz/Brook Ritter
Safety:	Joel Salberg/Shannon Hurd
Liaison/Intelligence:	Brook Ritter/Katie Alves
Intelligence:	Chico PD
Public Information:	District Office Personnel Ted Sullivan/Jim Hanlon

Responsibilities of Incident Coordinator**Kimberly Rodgers/Sara Pardini**

- 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)**Sara Pardini**

- 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)**Katie Alves/Stephanie Bertoni**

- 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**Jan Alonzo/Betsy Matz/Sara Pardini**

- 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

Betsy Matz/Brook Ritter

- 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

Joel Salberg/Shannon Hurd

- 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/Brook Ritter/Katie Alves

- 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
Ted Sullivan/Jim Hanlon**

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

Code Red Lock Down

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 PROCEDURE

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 You must dial two nines and then 911 (9-9-911]. 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers. Caller will remain on the line to provide updates.
- 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 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, and then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

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

Section 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 Emma Wilson elementary School:

Vision:

Our Vision at Emma Wilson is guided by the following essential questions:

1. What do we expect students to learn?
2. How do we know when they have learned it?
3. How will we respond when students don't learn?
4. How will we respond when students have learned it?
5. How will we provide students the opportunity to connect to our community?

Mission Statement:

Everyone **W**orking for **E**xcellence

Our Mission at Emma Wilson Elementary School is to assure high levels of learning for all students.

Section 6: Emma Wilson Elementary School Profile

School Climate:

Our Safe Schools Plan includes emergency procedures in case of fire, earthquake, or other disaster. The Safe Schools Plan is updated annually in accordance with Senate Bill 187. The key elements of the Safe School Plan are: traumatic incidents, imminent danger procedures - "code red," evacuation/relocation procedures, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion. The staff and students have received special training on procedures to follow in the event of an emergency. A copy of these procedures is available in every classroom and in the office for viewing.

In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the stop sign on the corner of West Sacramento and Eighth Avenue. A traffic light is in place at Nord Avenue and Eighth Avenue. A stop sign is in place at the corner of West Eighth Avenue and Forty Niner Court. We are focusing on the premise that, "We value a physically and emotionally safe and secure school environment," which is a high priority at Emma Wilson.

Faculty innovation:

Our staff of highly qualified and dedicated classroom teachers represents a broad expertise in multiple subjects. They are united in their desire to provide quality education for all pupils. Teachers collaborate on a weekly basis and use data from common assessments to guide instruction and

improve student learning. In addition, classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. EWE staff members regularly take advantage of extended professional development opportunities to strengthen their teaching practices.

Student Diversity:

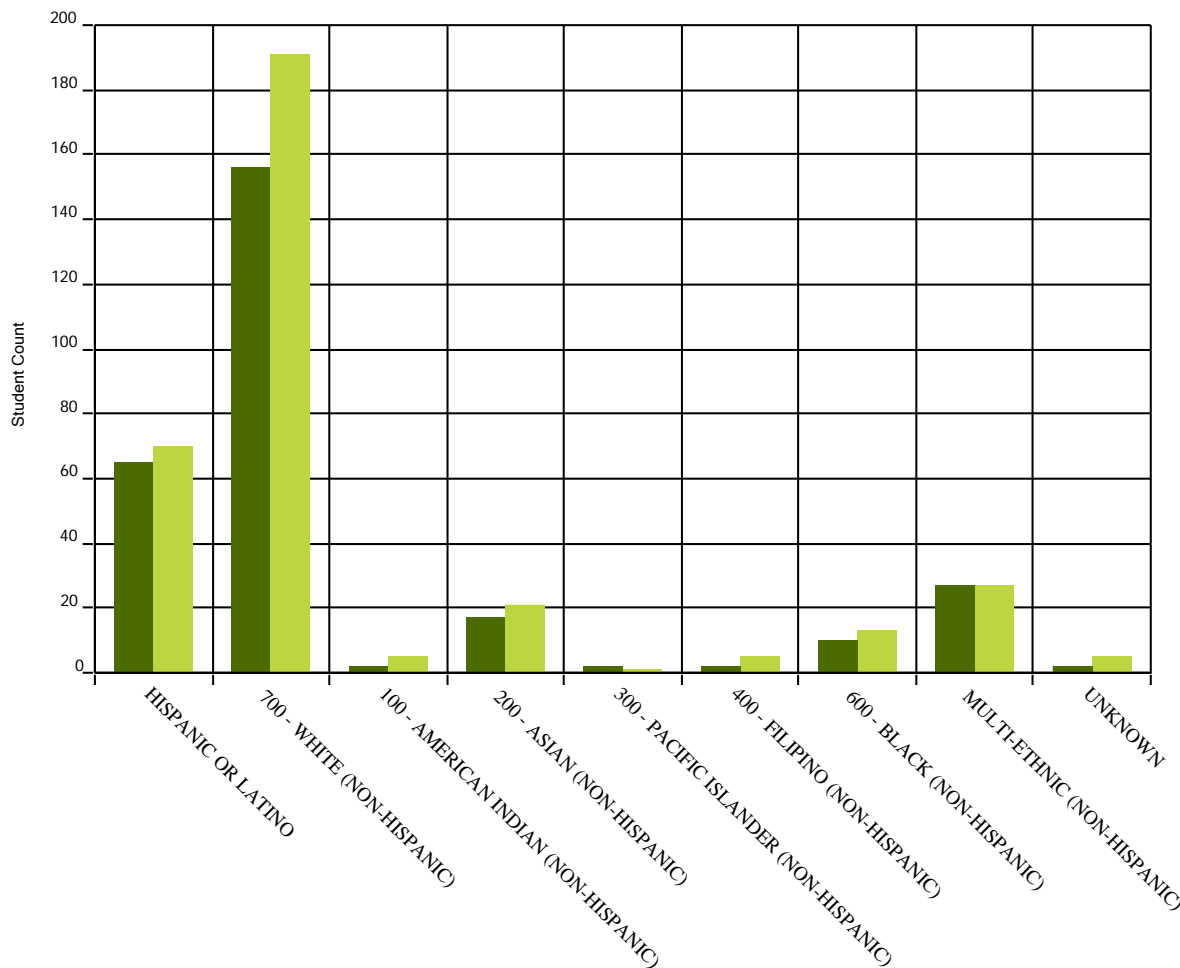
Emma Wilson Elementary

2017-2018

Student Distribution Bv Ethnic Code

9/19/201

Page 1



Ethnic Codes	Female	Male	Total	Percent
HISPANIC OR LATINO	65	70	135	21.74%
700 - WHITE (NON-HISPANIC)	156	191	347	55.88%
100 - AMERICAN INDIAN (NON-HISPANIC)	2	5	7	1.13%
200 - ASIAN (NON-HISPANIC)	17	21	38	6.12%
300 - PACIFIC ISLANDER (NON-HISPANIC)	2	1	3	0.48%
400 - FILIPINO (NON-HISPANIC)	2	5	7	1.13%
600 - BLACK (NON-HISPANIC)	10	13	23	3.70%
MULTI-ETHNIC (NON-HISPANIC)	27	27	54	8.70%
UNKNOWN	2	5	7	1.13%

Note: Totals include special programs.

283 338 621

Student Advocacy:

All students are provided access to the core curriculum. Every grade level has a scheduled intervention time "RTI" during which support personnel and teachers address the specific learning needs of underperforming students. Teachers meet on an on-going basis for grade level PLC collaboration. During the PLC, teachers review assessment data, discuss instructional strategies, curriculum planning, etc. Work in this area continues to ensure Emma Wilson is using up-to-date materials and providing appropriate instruction for increasing student achievement. Grade levels establish leveled groups and reassess students on an ongoing basis to move students to meet grade level standards. The resource teacher and Title 1 Coordinator work closely with all grade levels to help teachers with students who are at risk and provide extra support materials that supplement the core instructional program. Based on district guidelines, all students are considered for special programs at Emma Wilson through the Student Study Team/SBIT process of referral, and by teacher and/or parent recommendation.

Emma Wilson has numerous resources available to them through parent volunteers. Our PTSA is a strong organization, which provides the families, students and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc., which all students benefit from. School Site Council meets on a monthly basis and makes decisions based on the Single School Plan for Student achievement. Parents of students are encouraged through newsletters and special events to become partners in their children's education. The school makes every effort to insure student success. The community supports the school through several partnerships that provide instructional materials and support to the school.

Emma Wilson encourages parents to become involved through the following:

- ELAC parent meetings
- Title I parent meetings
- PTA and sponsored activities and events
- School Site Council
- School Safety Committee

The Staff at Emma Wilson and the School Site Council have participated in the planning, implementation and evaluation of the Single Plan for Student Achievement and ELAC Plan. Emma Wilson's Instructional Leadership Team meets at least twice a month and Site Council meetings are held monthly. Services such as classroom aides, supplemental materials/equipment, staff development, and collaboration time all help enable underperforming students to meet state standards.

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

Emma Wilson Elementary School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Emma Wilson Elementary School recognizes that a safe school continually assesses its progress by

identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Emma Wilson Elementary 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, supervisors and the administrator provide campus supervision, specifically identified problem areas like the front, north and south sides of the school, far playfields, bathrooms, and in the corridors to reduce discipline, crime, or other school safety concerns.

School Profile:

Emma Wilson Elementary School is one of thirteen elementary schools out of twenty-two schools in the Chico Unified School District (CUSD). Emma Wilson has an ethnically diverse pupil population taught by a talented and dedicated group of educators. Both staff and parents are thrilled to be a part of the challenges and opportunities of operating into our third decade of operation. Emma Wilson School faces the typical challenges in maintaining a safe school. This Comprehensive School Safety Plan describes existing programs as well as planned strategies and programs developed by our Safe School Team for continued improvement in providing a safe, orderly school environment conducive to learning.

Support Services and Programs:

- Student Leadership group
- 5th grade band
- Music
- Healthy Play/PIP- grades TK-5
- Tool Box/Second Step
- Collaboration with CSU, Chico-CAVE aides
- Active P.T.S.A.
- After School group through Chico Recreation (CARD)
- Title 1 support
- Response to Intervention (RTI)
- English Language Development (ELD)
- Parent Liaison
- Full time campus supervisor
- Collaboration with CSU, Chico-counseling interns

The Emma Wilson community is committed to making our school exemplary. This dedication and determination ensures that each student achieves academic success. With academic success, each student can reach his or her personal goals with self-confidence and pride.

Place/Physical Environment/Safety:

Emma Wilson Elementary was opened in 1993, and is Chico Unified School District's newest elementary school. The beautiful campus is located on the suburban west side of Chico, surrounded by quiet neighborhoods, orchards and an adjacent city park. Emma Wilson is within walking distance

of the California State University, Chico, which provides additional opportunities and educational resources for our students.

The architectural design of the campus fosters cohesiveness among staff and students. The school is arranged in U-shaped pod-like clusters which allow grade levels easy access to one another. Two of our clusters share small common rooms located between each classroom. These rooms are used for providing interventions and small group instruction, and in some cases for small computer labs. Having classrooms joined together allow for collaboration and interaction among grade levels and provide opportunities for older and younger children to work together. Six additional rooms house our ELD specialist, Primary Intervention Program (PIP), Music and interventions. Our Resource Specialist (RSP) and Communitively Handicapped (CH) programs are located in an oversized classroom in the front of the school and operates as a learning center. Smaller intervention rooms are attached to the learning center to work with individual and small groups of students. We have two autistic classrooms (primary and intermediate), that occupy two fulsize classrooms as part of the Autism Center for Education (ACE) program. A regular size classroom houses our Title 1 program.

The staff of Emma Wilson works hard to ensure that students are provided with a clean, safe and functional learning environment. Located in the heart of the school is a courtyard where school events, such as the 5th grade promotion assembly, take place. What a perfect setting for a picnic! Our large staff room overlooks the courtyard and is part of the main office building. Because our school is relatively new, we have the luxury of a large work room for preparing and copying materials. Our library is state of the art! It is neatly organized and offers an abundance of reading resources meeting the interest of any student. The library also houses our computer lab, consisting of forty computers interconnected with the school network server. Both the library and computer lab are well-used by students and staff, and are maintained and updated with the newest publications and technology including school-wide wireless access.

Beliefs

The Emma Wilson community is committed to making our school a safe place where students can learn and thrive. This dedication and determination ensures that each student achieves academic success. With academic success, each student can then reach his or her personal goals with self-confidence and pride.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Emma Wilson 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 student support teacher, 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.

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:

A psychologist and counselor are assigned to Emma Wilson Elementary. District programs contributing to mental health goals include counseling from Butte County Behavioral Health. In addition, students in need of individual and family counseling can be served through our partnership with Chico State Counseling Interns.

Intervention Team:

SBIT (Student Based Intervention Team) is a team composed of an administrator, teachers, a bilingual liaison, a school psychologist, a nurse and support staff. This team meets regularly to identify and provide assistance to students and their families in need of academic, health, and mental health support.

Professional Development:

Emma Wilson Elementary 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.

Student Recognition Programs:

Emma Wilson offers recognition and award programs on a monthly basis for students showing safe, respectful and responsible behavior. Citizenship and academic improvement/progress are also recognized. Perfect attendance is acknowledged monthly, by trimester and yearly. The Ironman Award is presented monthly to the class at each grade level with the best attendance rate. Golden tickets are awarded to students who demonstrate safe, respectful and responsible behaviors and used for drawings, Pop Fridays and special activities. Students are also recognized by their teachers for showing such behavior.

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:

Emma Wilson 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.

Emma Wilson uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Emma Wilson uses positive behavior reinforcement through our Primary Behavior Intervention and Support Program (PBIS), which promotes positive behaviors when in the following areas: playground, lunchroom, passing areas, bathrooms, arrival and dismissal areas, library/computer lab, and assembly areas.

Discipline Procedures:

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.

SCHOOL DISCIPLINE PLAN

In order to ensure a quality learning experience for all children at Emma Wilson Elementary School, a discipline plan has been developed by our staff, parents, and students. Every student at Emma Wilson Elementary is entitled to a safe and nurturing school environment. We believe that all of our students will behave in a safe, respectful and responsible manner at school, and that each student can be held accountable for his/her behavior. In order to create a safe and positive learning environment it is important that we all work on following the school rules.

***See following chart for specifics.**



EWE Expectations

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
School Grounds	<ul style="list-style-type: none"> • Walk quietly, facing forward • Keep your body to yourself • Use all equipment and materials appropriately • Follow adult directions 	<ul style="list-style-type: none"> • Use kind words and actions • Be patient • Clean up after self • Follow dress code • Remove hats and hoods indoor 	<ul style="list-style-type: none"> • Have a pass during class • Remind others to follow school rules • Take care of all materials, equipment, and your school • Cell phones after school only • Leave toys & other personal belongings at home
Cafeteria	<ul style="list-style-type: none"> • Sit properly • Walk and stand in line calmly 	<ul style="list-style-type: none"> • Keep all food to self • Use your manners • Use a quiet voice 	<ul style="list-style-type: none"> • Remain seated and wait to be excused • Leave your area clean • Carry food tray with both hands
Playground d/ Recess	<ul style="list-style-type: none"> • Walk to and from the playground • Stay within boundaries • Freeze at bell; walk after whistle • Use equipment and play games appropriately 	<ul style="list-style-type: none"> • Play fairly and take disagreements out of the game • Include everyone • Use kind words and actions 	<ul style="list-style-type: none"> • Help others when hurt • Use restroom and get drinks before bell • Clean up equipment & trash
Passing Areas	<ul style="list-style-type: none"> • Stay to the right and watch for doors • Walk facing forward 	<ul style="list-style-type: none"> • Hold the door open for others • Use a quiet voice • Acknowledge others with smile/eye contact 	<ul style="list-style-type: none"> • Stay on sidewalks • Have a pass during class
Bathrooms	<ul style="list-style-type: none"> • Keep water off floor • Wash hands • Towels in garbage and toilet paper in toilet 	<ul style="list-style-type: none"> • Knock on stall door before entering • Give people privacy • Use a quiet voice 	<ul style="list-style-type: none"> • Have a pass during class • Use tools & supplies properly • One person per stall • Return to class promptly
Arrival and Dismissal Areas	<ul style="list-style-type: none"> • Walk bikes, scooters, etc. on school grounds • Use sidewalks and crosswalks • Meet ride promptly 	<ul style="list-style-type: none"> • Use kind words and actions • Follow adult directions • Use a quiet voice 	<ul style="list-style-type: none"> • Arrive on time/Leave on time • Get teacher permission to use phone • Walk calmly
Library/ Computer Lab	<ul style="list-style-type: none"> • Use all equipment and materials appropriately 	<ul style="list-style-type: none"> • Use quiet voices • Use kind words and actions 	<ul style="list-style-type: none"> • Treat books and electronics with care
Special Events and Assemblies	<ul style="list-style-type: none"> • Wait for arrival and dismissal signal • Keep your body to yourself 	<ul style="list-style-type: none"> • Clap politely • Sit on bottom in assigned area • Practice active listening 	<ul style="list-style-type: none"> • Follow school rules • Be responsible for yourself • Take proper care of all personal belongings and school equipment

Each student at Emma Wilson is entitled to **safe** and **respectful** school experience. We believe that all students can behave **responsibly**, in a manner appropriate for school. Each student can and will be held accountable for behavior that disrupts or inhibits the educational process. The expectations for behavior and safety are as follows

Positive reinforcement for good behavior includes:

1. Golden tickets are given to students who demonstrate safe, respectful and responsible behavior. Students can exchange them for "Pop Friday", Healthy Play activities, and drawings.
2. Other incentives may also be awarded.
3. The classroom teacher may also award incentives.

Consequences for inappropriate behavior include:

Minimum consequence – a warning is given and the student is reminded of the behavioral expectation.

Interim consequences –

1. Time-out; giving the student time to solve their own problem, or the ones they create without creating problems for anyone else.
2. Loss of playground privileges
3. Citation sent home.
4. Conference with principal
5. Parent conference with teacher/principal.

Maximum consequence - School referral is issued resulting in suspension or expulsion from school. (Please review Ed. Codes on our school or district websites listing suspendable offenses or causes for expulsion.) www.chicousd.org/dna/emma; www.chicousd.org

Discipline Procedures Flow Chart

Emma Wilson's School Behavior Process

	Incidental Violations	Minor Violations	Major Violations
Addressing the Behavior	<p>Staff-handled</p> <ul style="list-style-type: none"> • Redirect • Reteach with rehearsal; reminder of consequences • Reflection/Time-out in classroom • Call home • Loss of privilege/s • Send student to "Partner Class" 	<p>Staff-handled</p> <ul style="list-style-type: none"> • Redirect • Reteach with rehearsal; reminder of consequences • Reflection/Time-out in classroom • Call home • Loss of privilege/s • Send student to "Partner Class" • Document behavior as a minor offense 	<p>Office-managed</p> <ul style="list-style-type: none"> • Office referral • Conference with principal or office staff • Reteach, rehearse and/or discuss restorative solutions • In school suspension, detention, Reset, out of school suspension • Note sent home and/phone call to parent • Offense recorded on Aeries/SWIS program
Forms	No Form	EWE Referral Form	EWE Referral Form
Please note	<ul style="list-style-type: none"> • All minor and major offenses should be reported to the student's classroom teacher. • At any time, during the consequence process, it is acceptable to make an office referral at the discretion of the teacher. • Every day starts with a clean slate. 		

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. In addition, Emma Wilson employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse. Community involvement is encouraged to help increase school safety. Neighborhood businesses are encouraged to communicate with the site administration.

Bully Prevention:

The following are our bully prevention strategies:

Emma Wilson uses a variety of programs to effectively address bullying issues. These programs include Healthy Play, PBIS Positive Behavior Management, Tool Kit, Primary Intervention Program (PIP), Second Step, Steps to Respect and friendship groups. In addition, we hold yearly anti-bullying assemblies.

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

Overview:

Emma Wilson'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 Emma Wilson 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 Emma Wilson Elementary School. The staff at EWE 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. Emma Wilson Elementary School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Emma Wilson Elementary School has access to the Opportunity Program at Chapman Elementary School. This alternative program, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

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

Truancy Learning Center/District Attorney Referral:

EWE recognizes the importance of punctuality and regular attendance. The staff of EWE 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. If attendance problems continue, official action is to be taken. This could result in a referral to the School Attendance Review Board (SARB).

Megan's Law Notification:

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

Dress Code Policy:

The Board of Education has adopted a policy, which states that students' dress and grooming is the responsibility of parents. Since the manner in which students dress for school can influence behavior and learning, we encourage a parent to dress their children in neat, clean clothing appropriate for elementary school activities. Clothes shall be sufficient to conceal undergarments at all times and clothing such as see-through or fish-net fabrics, halter tops, low cut tops, spaghetti strap tank tops, bare midriffs, sagging pants or pants that drag on the ground causing a safety hazard, and short shorts or skirts that are shorter than their hands dropped at their sides are prohibited. For reasons of health/safety and Education Code provisions, all students will wear appropriate footwear platform, open-toed, and backless footwear are prohibited. Make-up may not be worn at school. Hats will be permitted as protection from cold weather and sun. They may not be worn backwards or inside buildings. Hat privileges may be revoked if individuals compromise the hat policy. Crude printing, pictures depicting or encouraging drugs, tobacco, alcohol, racial-ethnic slurs, gang affiliation, or that are sexually suggestive on any apparel are not acceptable. The school will notify parents in the event a child's dress or grooming is not deemed acceptable or appropriate for school.

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.

- Emma Wilson operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Emma Wilson has minimized blind spots around the school facility.

- Emma Wilson has installed an alarm system.
- Emma Wilson has set a priority to keep buildings clean and maintained.
- Emma Wilson has limited roof access by keeping dumpsters away from building walls.
- Emma Wilson keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Emma Wilson has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Emma Wilson ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Emma Wilson has established a procedure to have the school campus fully lighted at night.
- Emma Wilson keeps a complete list of staff members who have keys to buildings.
- Emma Wilson 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.
- Emma Wilson provides maximum supervision in heavy traffic areas.
- Emma Wilson has established two-way communication between the front office and each classroom.
- Emma Wilson offers school-or-community-based activities for students after school and on the weekends.
- Emma Wilson houses the CARD after-school program for students who need after-school care.

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.

Emma Wilson employs a principal, a student support teacher and a campus supervisor whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. Our personnel have developed procedures to monitor the school campus, the surrounding areas, and have 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, student support teacher and the campus supervisor at Emma Wilson 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, student support teacher, campus supervisor 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:

Emma Wilson 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 Emma Wilson 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:

Emma Wilson Elementary School 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, assign appropriate discipline consequences, provide 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.

Emma Wilson 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 bi-weekly newsletters to parents on all Emma Wilson media sites.
- 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:

Emma Wilson is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Emma Wilson 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.

Emma Wilson 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.

Emma Wilson has developed a notice for disruptive individuals. When appropriate, Emma Wilson 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.

Emma Wilson 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, Emma Wilson 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 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.