

Hooker Oak K-5 School


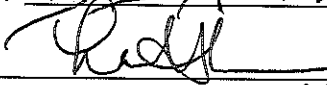
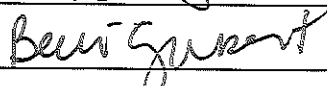
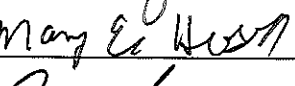
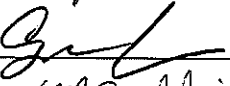
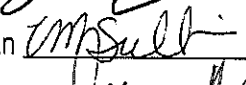
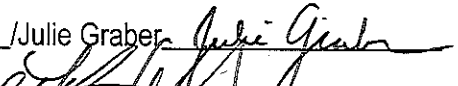
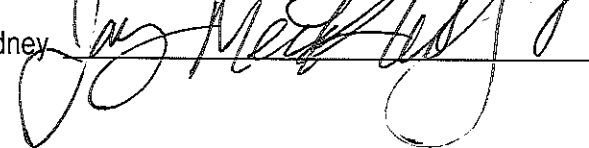


Safe Schools Plan 2017-2018

Planning Committee Members:

Hooker Oak's Safety Plan is overseen by the school's Site Council:

Safety Team Members:

School Principal:	Brian Holderman	
Teacher in Charge:	Laura Holman	
School Office Manager:	Becki Gilbert	
Custodian:	Mary Hostick	
Attendance Clerk:	Cynthia Jones	
Health Aide/Nurse:	Veronica Sullivan	
	Julie Graber	
Special Education:	Jacy Merritt-Cudney	

Site Council Members

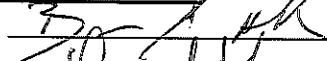



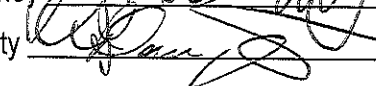
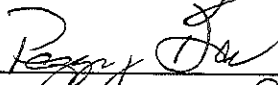
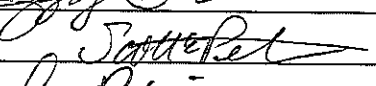
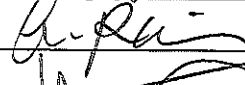

Brian Holderman		Principal
Laura Holman,		Teacher
Samantha Stone		School Counselor
Jacy Merritt-Cudney		SDC
Pauline Daugherty		Classified
Peggy Dev,		Parents
Scott Peterson,		
Amie Riesen,		
Kellie Steinbach		

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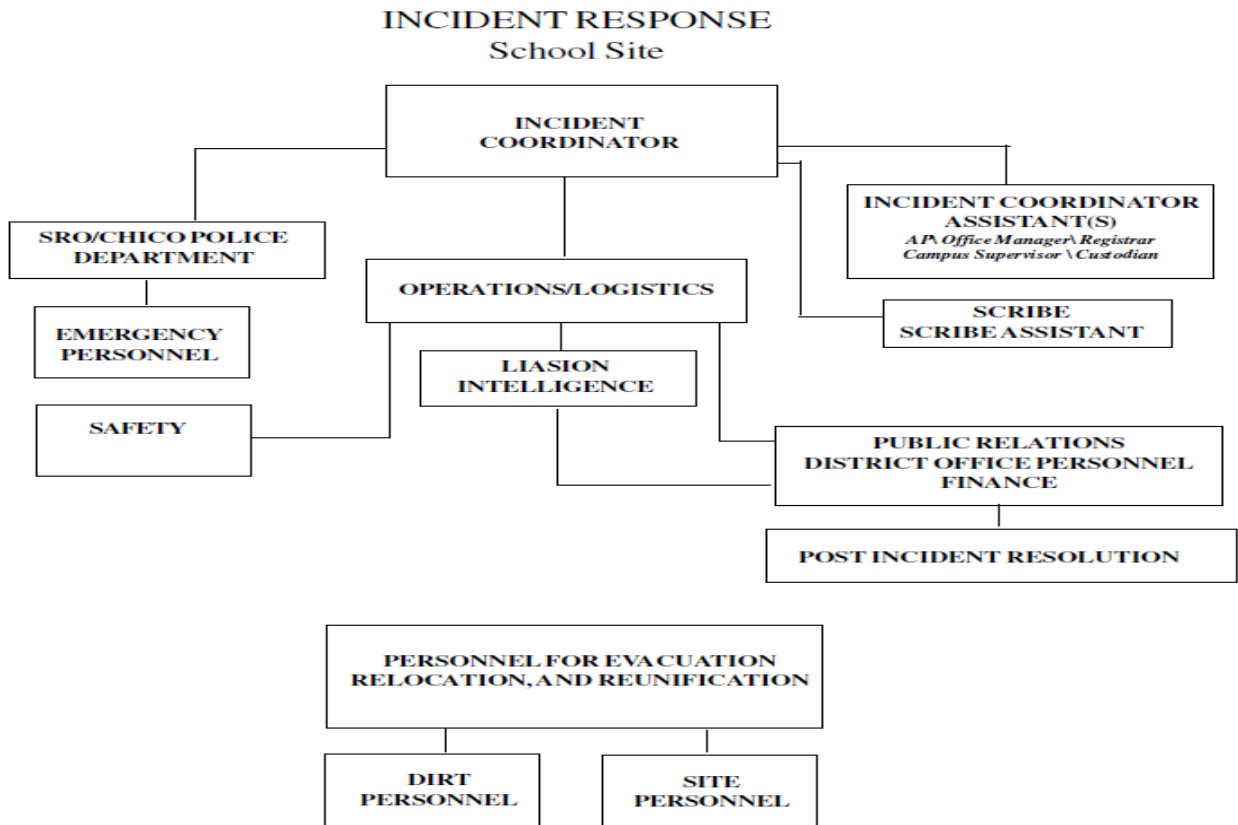
Section 1:

Incident Response Team, Disaster Procedures

HOOKER OAK K-6 SCHOOL INCIDENT RESPONSE TEAM 2017-2018

Incident Coordinator: **Brian Holderman**
 Incident Coordinator Assistant: **Becki Gilbert**
 Liaison/Intelligence: **Becki Gilbert**
 Operations/Logistics: **Jacy Merritt-Cudney**

Operations/Logistics Support: **Sam Stone**
 Scribe(s): **Cynthia Jones**
 Safety: **Laura Holman**
 Public Information: **District Personnel**



Responsibilities of Incident Coordinator**Brian Holderman, Principal**

- 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) Becki Gilbert, Office Manager

- 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)**Cynthia Jones, Attendance**

- 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**Jacy Merritt-Cudney, Special Education**

- 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 Sam Stone, School Counselor

- 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 Laura Holman, Teacher

- 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 Becki Gilbert, Office Manager (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

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 (dial 9, 9, 911 from the classrooms). 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-texting and email. 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.



**Hooker Oak School
Daily Schedule 2017-2018**

Primary: Grades K-3 Intermediate: Grades 4-5

ginning & Ending Times:

K: 8:10-1:00

Grades 1-3: 8:10-2:20

Grade 4-5: 8:10-2:25

Wednesday **Early out** for grades **1-3: 8:10-1:27** & Grades **4-5: 8:10-1:35**

7:45 doors unlocked for breakfast! Breakfast served until 8:00.

No students on campus before 7:45

7:45-8:00 Student on campus in MPR

Students may enter supervised school grounds at 8:00 a.m.

Recess Schedule:

GR: 1-3 Recess:

9:50-10:10

Gr: 4- 5 Recess:

10:10-10:30

1:05-

1:20

Lunch Times:

K: 11:20-12:05

Grades 1:

11:25-12:05

Grades 2-3:

11:45-12:25

Grades 4-5:

12:05-12:45

Rainy Day Lunch Times:

K: 11:20-11:55

Grades 1:

11:25-11:55

Grades 2-3:

11:45-12:15

Grades 4-5:

12:05-12:35

M, T, Th, F Dismissal Times:

1-3: 2:20

4-5: 2:25

Wed. Dismissal Times:

1-3: 1:27

4-5: 1:35

All Students are expected to leave campus at dismissal time, *which includes leaving* fields and play structure, unless they are involved in the CARD Afterschool Program.

Instructional Minutes:

Kdg: 200

M, T, Th, Fr:

Gr. 1-3: 295

Gr. 4-5: 315

Wednesday:

Kdg: 200

Gr. 1-3: 242

Gr. 4-5: 265

Hooker Oak School Master Schedule

Section 4: Substitute Teacher Procedures



Substitute Teacher: Critical Information checklist

Room# _____ Teacher _____

Name _____

- Leave cellphone number and e-mail with main office
- Lock Door and Slide Lock Blok



- Locate Code Red Flip Chart



- Locate first aid supplies
- Locate emergency bucket
- Locate evacuation maps by door
- Locate fire extinguisher
- Phone/Intercom instructions are posted by phone
- Lesson Plan Contains the following
 - Seating Chart
 - Student Conflict Issues
 - Health and Medical Alerts
 - Discipline referral forms
 - Special Instructions

Hooker Oak School Substitute Teacher Check-off List

Hooker Oak School
 Substitute Instructions
Welcome to Hooker Oak.
Attached is information for the day.



- Wear ID badge at all Times
- Keys are provided
- Classroom location and Site Map Located on Reverse Side
- Restrooms/staff Room Located on Site Map
- To reach the office: Dial 100 for Becki or 101 for Cynthia(in AM)
- In case of Emergency: Contact Becki @ Ext 100 in the Office
- Phone/Outside Line: Dial 9 twice slowly then number
- MSDS Location Main Office
- EMERGENCY SIGNALS:** (Emergency Clipboard hanging next to classroom door)
 - **Code Red:**
 1. Announcement is made: "This is (name stated), we are having a Code Red/Lock Down."
 2. Lock doors, close windows, close curtains, get students quiet on floor away from windows/doors.
 3. Email the office the names of the students missing from your class in the subject line.
 4. If no access to email, call 100 to give the names from your room.
 5. Clearance of Code Red Announcement: "This is (name stated), the Code Red Procedure is complete and is ended.
 - **Fire Drill**
 1. Intermittent horn. Evacuate the path on your map to the back field to the number on the fence of your room. Take class list with you. Turn off lights. Lock doors. Take attendance once at the field number. Hold up green card if all present, red if a student is missing.

RECESS & LUNCH SCHEDULE	BELL SCHEDULE
Primary AM recess_9:50-10:10 Intermediate AM Recess_ 10:10-10:30 Afternoon Recess, primary only_ 1:05-1:20 Kindergarten: 11:20-12:05 Grade 1 Lunch: 11:25-12:05 Grade 2/3 Lunch 11:45-12:25 Grade 4/5 Lunch: 12:05-12:45	Students come into building for breakfast @7:45 Students may go to recess 8:00-8:10 Kindergarten 8:10-1:00 Grades 1-3 8:10-2:20 Grades 4-6 8:10-2:25
M, T, Th, Fri Dismissal primary-2:20/intermediate-2:25 Wed. Dismissal P-1:27/ I-1:35	RAINY DAY LUNCH SCHEDULE Kindergarten: 11:20-11:55 Grade 1 Lunch: 11:25-11:55 Grade 2/3 Lunch 11:45- 12:15 Grade 4/5Lunch: 12:05-12:35

Students
eat outside

Students
eat in MPR

Section 5: Vision and Mission Statement

Mission

Growing a Community of Learners

- ☪ *Growth through the joy of creativity and discovery.*
- ☪ *Growth through educational excellence.*
- ☪ *Growth through positive life choices.*

Vision

The learning environment at Hooker Oak will promote student participation in a variety of authentic and engaging curricular activities which foster the development of the whole child. Students will demonstrate a proficiency in the curriculum standards while being supported in a nurturing educational program, balanced with high expectations for accountability, shared by students, teacher, and parents.

Section 6: *School Profile*

Elements of the Classroom:

1. Integrated, Thematic Instruction
2. Emphasis on Individual and Social Responsibility
3. Multiple age Experiences
4. Creative Arts
5. Instruction in Basic Skills
6. Communication Skills
7. Self-Concept Development
8. Problem Solving and Thinking Skills
9. A Rich and Stimulating Environment
10. Element of Choice given to students in regards to their mode of learning and learning experiences = Open Opportunities
11. Development of Self Reliance and a Positive Learning Attitude
12. School and Home as Active Partners

Hooker Oak Profile Data:

Pride and Strengths:

School Climate:

All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities. All students are honored at Hooker Oak School.

Curriculum and special programs are designed and modified to address issues relevant to Hooker Oak's student population. Staff members receive ongoing in-service training to meet the ever-changing needs of the students. Training includes conflict resolution, cultural awareness, identifying socially at-risk students, drug and alcohol abuse prevention, child abuse prevention, sexual harassment and retaliation free environment, gangs and family structures.

Quality staff members representing the gender and ethnic or racial backgrounds of our student population are recruited. Staff members work effectively with our students.

Education programs are geared to specific health issues such as alcohol and drug abuse programs, pedestrian and bike safety, fire prevention and nutrition. Hooker Oak teachers and staff coordinate with community health services and other city and county agencies to provide prevention and intervention programs for students and their families.

New Homework policy. Students generate their own homework through unfinished commitments or classroom work. Nightly reading is required.

Faculty innovation:

The teachers at Hooker Oak School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Teachers collaborated on a weekly basis and use data from common assessments to improve student learning and teaching. Furthermore, classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented.

The Hooker Oak faculty continues to be a leader in the district's ability to implement the Open Structured Classroom elements, although now recognized as A Hands On, Thematic Learning Community. The staff is dedicated to providing

a quality two year looping program in TK/K, 1st/2nd, and 4th/5th for their students in this state recognized Alternative School of Choice.

Student Diversity:

The Hooker Oak student body is a diverse community of learners. Approximately 42% of the pupils are in low socioeconomic families receiving aid and are eligible for free/reduce lunches. Hooker Oak School defines low socioeconomic 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 approximately 13% Hispanic, 2% Black, 78 % Caucasian, 1% Asian, 2 % American Indian and 1% other.

Student Advocacy:

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

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

Assigned to Hooker Oak School is a school psychologist, a full-time school counselor, and a part-time character education specialists (PIP program specialist, Second Step/Toolbox Specialist).

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

Hooker Oak offers the Olweus, Toolbox, Second Step, and PIP program to students to provide students the tools to find their own voice. A Student Leadership organization for students in 4th and 5th grades provides an opportunity for students to advise and make decisions for student based activities.

Section 7: California Safe Schools Assessment

School Safety:

The Hooker Oak campus is overseen for safety measures by the School Site Council and the Parent Teacher Organization as stewards of the campus physical environment and safety of the students within the school.

California Safe Schools Assessment:

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

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

This information can be found on the CSSA Website link from (<http://data1.cde.ca.gov>) crimes reported during the 20016-17 school year.

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

School Profile:

Hooker Oak is a school which currently houses approximately 332 students. The Hooker Oak Classroom consists of Kindergarten through 5th grade. The Open Structured Classroom (OSC) has been a program of choice in Chico Unified School District for over thirty-five years. In 2015 the school was renamed as a Hands-on, Thematic Learning Community.

The Hooker Oak K-5 structure allows the Hooker Oak community to nurture and support students in a personal, in-depth way for six years of a student's school life. The continuity in curriculum, facilities, staff members and programs provides a seamless transition from elementary school to middle school at an important point in a student's academic career.

The Hooker Oak School Mission is to provide exceptional education tailored to a student's own abilities, interests and learning styles. Through the combined efforts of teachers, parents and students, high academic standards are met while cultivating strong social skills, personal initiative and responsibility in Hooker Oak students.

The children who are in the classes come from all over the district. Parents are asked to sign an agreement for commitment to work at least two hours a week per family in classrooms or on related school activities

Parents, grandparents, caregivers, and community members volunteer countless hours every year; doing everything from tutoring to working in the classroom to creating fundraisers for enrichment programs. Parents serve as members of our Parent Advisory Board and School Site Council. Students benefit greatly from this close connection between home and school.

Hooker Oak seeks to support the individual and provide guidance, stimulation, and support.

- Each 1st/2nd, and 4th/5th classroom is composed of students who remain in the same class and teacher for more than one year.
- Curriculum is developed by the teacher in concert with the children, using supplemental materials in addition to the District-adopted programs and state standards.
- Emphasis is on learning through experience using ever-developing problem solving skills.
- Academic goals are achieved through an integrated curriculum approach linked with the children's' interests and needs. Integrated, thematic learning is a key component providing in-depth studies of topics.
- The teacher supports the learning environment as well as the learning style of each student. Attention is paid to the variable ways in which children learn. The idea is not what children should do at a given age or time, but what the child needs to help them develop to their full potential at their current level.
- Parents at Hooker Oak School are active participants in their children's education and are integral to the school's environment. All Hooker Oak families are encouraged to educate themselves and others in the school's principles, philosophy, theory and action.

Hooker Oak School is a community of self-reliant learners. School and home are blended into a larger community as children, teachers, staff and parents work together. The community extends beyond the classroom walls to other classes, to the Chico urban community, and out into the world. Students come to this school from all over the Chico Unified School District. Enrollment is limited by district class size limits and pre-determined number of classrooms on campus. The school maintains a waiting list for students to become a Hooker Oak student in any given year.

Support Services and Programs:

Hooker Oak offers the following support services:

- A Full-Time School Counselor to provide counseling for students and parents on an as needed basis. The counselor also provides friendship and support group sessions and anti-bullying class sessions to 3rd- 5th graders as well as heading up our Student Leadership Team.
- PIP/PALs program to assist individual students needing help through play therapy
- 2nd Step and Toolbox program provides classroom instruction in problem solving strategies and anti-bullying behaviors. Small friendship groups support students through their interactions with peers
- Title 1, Resource Specialist and Learning Center Aides that provides one on one and or small group tutoring help to students identified through the Individual Education Plans or through teacher intervention referrals in the School Based Intervention Team (SBIT) process.
- Psychologist to provide testing and observation for students that are struggling and may need IEPs.
- Targeted Case Manager providing additional help for families in need.

Crisis Response Team

- Chico Unified School District, which oversees the school, has a crisis response team that is deployed to a Hooker Oak School when needed. The team is made up of counselors, target case managers, and psychologists. This team supports the school team in directing an emergency and may take over command as dictated by the present incident.

Safety Leaders

- The school has identified safety leaders within the school (as identified through this document) to respond immediately within the school to an emergency.
- In any emergency, the school notifies the District Incident Response Team (DIRT).

- If indicated by the degree of the emergency, the District Incident Response Team is physically called to the school to support the school throughout those emergencies. This may include taking over for the school team to direct efforts in the incident at hand.

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Mental Health and Suicide Prevention

- If indicated by the degree of the emergency, the District Incident Response Team is physically called to the school to support the school throughout those emergencies. This may include taking over for the school team to direct efforts in the incident at hand.
- Counseling referral forms and screeners (See Appendix) are used at the school to assist the identification of students with any mental health needs. Referrals are made for counseling through the school's PLC and SBIT process where teachers meet to discuss the needs and growth of students within the classrooms.
- All suicide threats are taken seriously by all staff. When heard, staff alerts principal who alerts school psychologist, parent, and public health officials as needed. (CUSD Board Policy #5141.52)

Place/Physical Environment/Safety:

Hooker Oak School is located in the city of Chico in Butte County and is part of the Chico Unified School District. According to the 2016 census, the city of Chico had a population of approximately 91,567 (<http://www.census.gov>) with an average income of \$42,342 per year. Chico population is comprised of 92% high school graduate or higher.

The school's physical building is 70 years old and the Open Structured Program has been in the district for 39 years until it was changed to a Hands-On Thematic Learning Community in 2014.

Hooker Oak School is in close proximity to businesses and commercial centers as well as many apartment complexes and single-family homes. The school is an integral part of the community through its roles in interagency efforts and community activities. We seek the cooperation of nearby businesses and neighbors of the school campus to obtain information on possible student crimes and truancy.

Hooker Oak School is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby high-density residential areas. The interior campus perimeter is secure from criminal activity. The outside campus play area is not secure from criminal activity. The campus is fully fenced and locked during school hours, thus prohibiting free access of outsiders to our campus. Adult supervision is amply provided in conjunction with a two-way radio communication system, thus providing a secure campus. The campus is closed to outsiders, and access signs are prominently displayed at entry points. District vehicles have access to the school grounds via locked gates.

Places for loitering are limited, bathrooms are patrolled, and appropriate lighting is installed in hallways and parking lots. Physical conditions that could lead to accidental harm (damaged fences, lights, broken glass, etc.) are promptly corrected.

The school has proper protection against slipping in walkways and adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Dangerous situations are reported immediately and actions to remedy implemented in a timely manner. Playground equipment is monitored regularly for safety and preventative maintenance.

The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows and other fixtures immediately.

Description of School Grounds

The school site encompasses 19 classrooms with a library, intervention resource room, and counseling room. There are also rooms that serve as a teacher resource room and a storage room. The building has four wings with two corridors which face an inner courtyard where the nature area and school garden are located. The third wing has exterior doors and faces the playground while the fourth wing is made up of portable classrooms. The playground is grass and asphalt and includes basketball and volleyball courts, baseball diamonds and a track. Hooker Oak School is completely enclosed by a fence with gates which are kept locked during school hours.

During the school day, staff members and an administrator provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. The classrooms are monitored for safety and appearance by administration and individual classroom teachers. The pupils take pride in the appearance of their school. In addition, at lunch time, individual students may assume responsibility for cleaning the school grounds. These students are supervised by campus supervisors, teachers, or administrators during the cleaning of the school grounds.

It is the practice of Hooker Oak School to remove all graffiti from school property before students arrive to begin their school day. Other acts of vandalism are promptly addressed.

Beliefs

- All students can learn when learning is the chief priority and their needs are the primary focus of all decisions made on behalf of the school.
- A safe and secure environment is essential for learning.
- Each student is treated fairly, valued individually, and encouraged to be a lifelong learner.
- Continuous improvement is essential to enable students to become confident and self-directed learners so as to perform at or above set state and local standards.
- School procedures and goals are developed with the primary focus on student learning.
- A variety of instructional approaches meet the needs of different learning styles.
- Teachers, parents, students, and stakeholders share responsibility for education and will collaborate through ongoing communications.
- Teachers are responsible for appropriate data driven instruction for all students.
- Students will be provided opportunities for personal growth in a supportive and challenging learning environment.
- A commitment to continuous improvement enables students to become responsible, confident, and self-directed life-long learners.

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.

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

Mental Health Programs:

Assigned to Hooker Oak School is a full-time school counselor, a school psychologist two days a week and a part-time guidance specialist. 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 (as per request). Our Targeted Case Manager is also available as a liaison for Parents/Families for community supports.

Intervention Team:

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

Professional Development:

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

Student Recognition Programs:

Hooker Oak School offers several recognition programs on a monthly basis based on citizenship. Students who exhibit the school's lifeskills receive Sprouty dollars in recognition. Furthermore students are recognized for attendance monthly, and at the end of each trimester. Their teachers also recognize students on a monthly basis promoting positive behavior during our monthly Lifeskills Assemblies.

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. School personnel often first see symptoms or signs of abuse. 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 are 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.

An electronic copy of the "Parent Student Handbook" is provided via our school's webpage. 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:

Hooker Oak 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 provided on our school's webpage.

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.

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

We have adopted a restorative justice plan which incorporates our Lifeskills and Lifelong Guidelines. Students will receive a "refocus" paper for rule infractions. When receiving third "refocus" student will meet with principal. Students who receive a fourth "refocus" within a trimester period will need to make amends to the community through a restorative justice plan. Students may receive an automatic restorative justice plan for physical infractions.

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 district 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 Hooker Oak School.

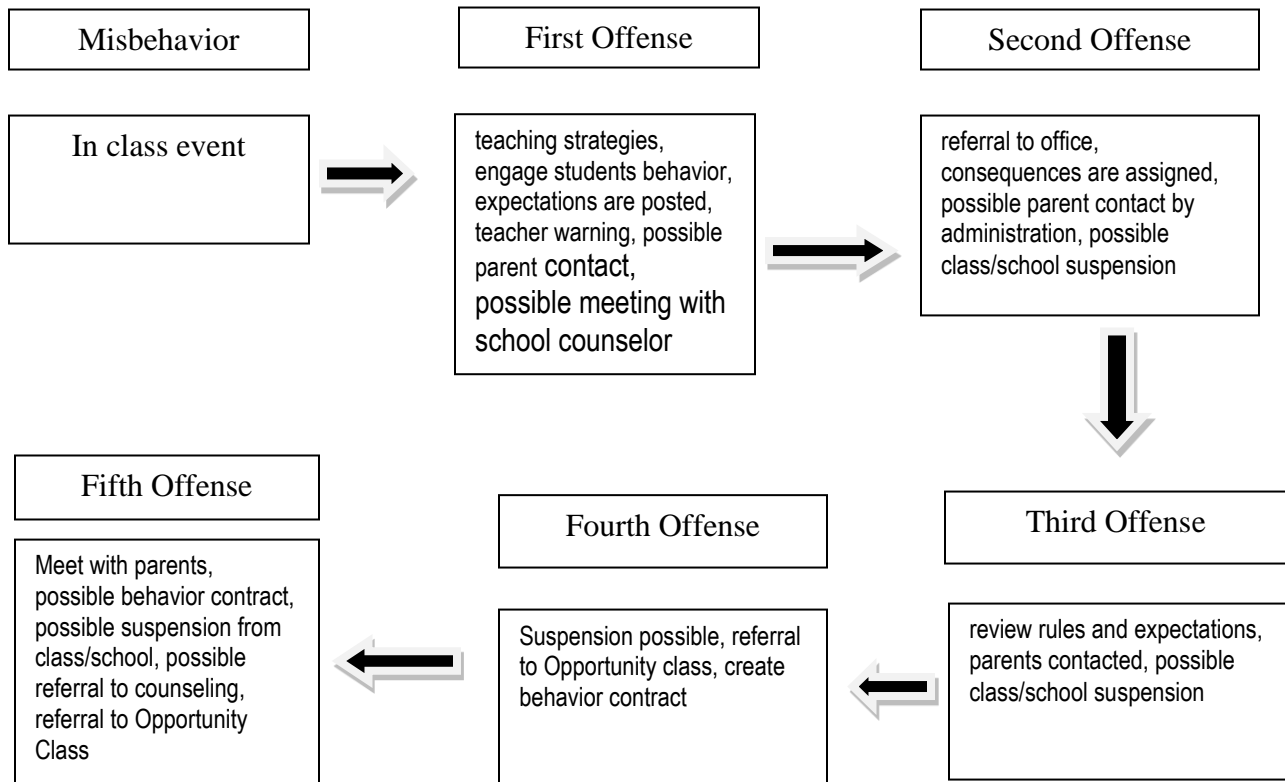
Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Also, Hooker Oak 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 for Bullying

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



Bullying Prevention:

Bullying is defined as aggressive behavior that is intended to hurt or control, and that involves an imbalance of power. Most often, it is repeated over time.

In grades K-3 the Toolbox program, a social and emotional learning curriculum.

In grades 4-5 the Olweus Bullying Prevention Program and Second Step, is being presented by the school counselor.

School wide Anti-Bullying Rules are being presented:

1. We will not bully others
2. We will try to help students who are bullied
3. We will try to include students who are left out
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home

Our school focus is HERO- honesty, empathy, respect, only takes one (this is a shift toward Bystander power).

5. A "Buddy Bench" is available on the playground for students who are seeking friendships.

**Section 11:
At-Risk Concerns; To
Include Dress Code
Provisions and
Providing a Safe and
Orderly Environment
Conducive to
Learning:**

Overview:

Hooker Oak 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 Hooker Oak School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Gang Affiliation:

Gang affiliation and gang activity will not be tolerated at Hooker Oak School. The staff at Hooker Oak 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. Hooker Oak 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. Hooker Oak School has access to two elementary alternative programs. The first is the Opportunity Class designed to aid students who have extensive behavior problems who would be assisted by an intensive behavior plan for approximately 6 weeks then return to their home school. The second is Reset School which is housed at McManus Elementary School. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

Hooker Oak School places students on behavior contracts that focus on academics and positive behavior to promote better decision making.

Truancy Learning Center/District Attorney Referral:

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

- NO Sagging or baggy pants
- NO clothes with gang symbols
- NO low cut tops or short shirts that show midriffs
- NO spaghetti straps
- NO visible bra straps
- NO short shorts/skirts *
- NO ripped or holey pants
- NO underwear showing
- NO alcohol, drugs or weapon symbols on clothing

* Shorts, skirts and dresses 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.

1st Offense: The student changes or removes article in question and the parent is called.

2nd Offense: The student changes or removes the article in question and is assigned consequence.

3rd Offense: The students changes or removes article in question, is assigned consequence, and parent contact is made.

4th Offense: The students changes or removes clothing in article in question, is assigned in school suspension, and parents are informed of such.

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.

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

**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.

The principal at Hooker Oak School makes themselves available for students to safely report troubling behaviors that may lead to dangerous situations recognizing that pupils are often the first to know of dangerous plans or actions.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal and the teachers 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:

Hooker Oak 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 Hooker Oak 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:

Hooker Oak 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:

Staff utilizes school procedures 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.

Hooker Oak School:

- Effectively uses the School Site Council
- Utilizes its Parent-Teacher Organization
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure with law enforcement and the fire department.
- Provides a digital newsletter and printed calendar of news 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:

Hooker Oak School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Hooker Oak 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. Campus traffic, both pedestrian and vehicular, flows through areas that can be 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.

Hooker Oak School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, or designee 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.

Hooker Oak 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.

Hooker Oak School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Hooker Oak 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.