

Shasta Elementary School

Safe Schools Plan 2017-2018

Planning Committee Members:

Safety Team Members Signature Page:

School Principal:

Bruce Besnard



Teacher in Charge:

Andy Barnum



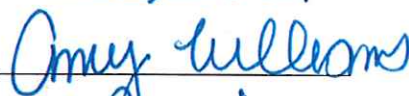
Teacher:

John Kostelec



Teacher:

Amy Williams



School Office Manager:

Susan Henri



Custodian:

Brian Robinson



Parent Representative:

Felicia Roberts




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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.

Shasta Elementary School INCIDENT RESPONSE TEAM 2017-2018

Incident Coordinator:	Bruce Besnard
Incident Coordinator Assistant:	Andy Barnum
Scribe(s):	Debbie Gibbs
Operations/Logistics:	John Kostelec/Amy Williams
Operations/Logistics Assistant:	John Kostelec/Amy Williams
Safety:	Amy Williams/Susan Henri
Liaison/Intelligence:	Susan Henri/Debbie Gibbs
Intelligence:	Chico PD
Public Information:	District Office Personnel

Responsibilities of Incident Coordinator **Bruce Besnard**

- 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) **Andy Barnum**

- 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) **Debbie Gibbs**

- 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 **John Kostelec/Amy Williams**

- 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

John Kostelec/Amy Williams

- 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

Amy Williams/Susan Henri

- 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

- 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.

NEED ASSISTANCE

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

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

- 1) Injury
- 2) Medical Need

BOMB THREAT PROCEDURE

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

BOMB EMERGENCY: A bomb has been located.

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 – teachers can dial 9-9-911 from any school phone. 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 the Catapult EMS system. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.
- Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.

- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

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

Master Schedule

SHASTA ELEMENTARY SCHOOL DAILY SCHEDULE 2017-2018

KINDERGARTEN

8:12 a.m. – 1:00 p.m.

KINDERGARTEN LUNCH

Cycle A 11:25 – 11:45
Cycle B 11:45 – 12:05

GRADES 1, 2 and 3

8:30 a.m. – 2:35 p.m.

GRADES 4 and 5

8:30 a.m. – 2:35 p.m.

RECESS

10:05 a.m. – 10:25 a.m.
1:35 p.m. – 1:55 p.m.

RECESS

10:30 a.m. – 10:50 a.m.

LUNCH (45 MINUTES)

GRADES 1

GRADES 2 & 3

GRADES 4 & 5

11:50 a.m. – 12:35 p.m.

12:10 p.m. – 12:55 p.m.

12:30 p.m. – 1:15 p.m.

Substitute Teacher: Critical Information checklist

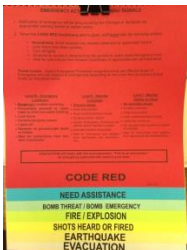
Room# _____ Teacher _____

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 Shasta Elementary School:

Vision:

It is the vision of Shasta Elementary School that students will become confident individuals with positive self-esteem. They will be respectful, effective communicators, creative problem solvers, critical, reflective thinkers and motivated life-long learners. In our vision, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared among parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

Mission Statement:

Our mission at Shasta School is to promote high academic achievement for all students, instilling values of responsible citizenship, and respect for others in a safe, enriched environment.

Section 6: Shasta Elementary School Profile

Pride and Strengths:

School Climate: Children have blessed the school grounds at Shasta Elementary School for over 130 years. The culture, school climate, and traditions at Shasta School have developed and evolved over many years. Grandparents' Day, for example has been a school sponsored activity for the past 42 years. It draws over 1200 grandparents, friends and family to the school for a fun-filled day of programs and activities. The day includes classroom visitations and an "All School Sing" which has a different theme each year. Another annual event, the Farmers' Dinner, is sponsored by the PTO and involves the entire school community. This event occurs in the fall after the local harvest and honors our farming heritage and the many farming families that have helped make Shasta School what it is today. The Farmers' Dinner has been a part of Shasta Schools' culture for over thirty years. Webster School was the first school to occupy this location. It was a one-room schoolhouse from 1870-1924. In the early 1920's it expanded into a four-room school called Shasta Union School. During the first year of the school, the board of education met with many growing pains. They dealt with issues ranging from building a bus, to having the custodian drive the bus, and even figuring out how to discipline those students who misbehaved on the bus. If only our problems were as complicated! Shasta Union School existed from 1924 to 1969. Shasta School was built

in 1963, with two additional classroom buildings added in 1972 and 1976. Several temporary classrooms have been added over the years. Currently, there are 25 regular classrooms, a Learning Center, Special Day classroom, Speech room, Cafeteria, EL room, EMHI room (Early Mental Health Initiative) and a half-sized school Library. As you enter our school you will be greeted by our Learning Community Sign indicating a population of 655 and an elevation of 125 feet. Each corridor is appropriately named to encourage positive student behavior and the best from each student. Road signs include such streets as: Achievement Avenue, Tolerance Way, Responsibility Road, Friendship Lane, Gratitude Drive, and many more. Every available space is used for auxiliary services such as counseling, tutoring, PIP (Primary Intervention Program) and other special programs. Playground space is limited. With the development of DeGarmo Park located adjacent to the campus the school has a wonderful area for physical education and other school events.

Section 7: California Safe Schools Assessment

California Safe Schools Assessment:

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

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

Shasta Elementary School crime statistics reflect a total of 0 crime incidents reported for 2016-2017 school year

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, yard duties and the administrator provide campus supervision, specifically identified problem areas like the field on the south side of the campus, and the large slide.

Support Services and Programs:

Assigned to Shasta Elementary School is a part-time school psychologist, PIP counselor, and elementary guidance aide/

SBIT (Student Based Intervention Team) is a team composed of teachers, an administrator, a school psychologist, and support staff which meet to identify and provide assistance to students

and their family in need of academic, health, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/counselors or police shall be contacted.

Place/Physical Environment/Safety:

Our goal is: To provide a safe and attractive environment where students, staff, and community have a sense of pride.

At Shasta School - Be Respectful, Be Responsible, Be Successful, Be Safe

- Rules for behavior expectations are explained to all students at the beginning of the school year in class, on the school broadcasts, and in school assemblies.
- Every parent receives a copy of the behavior expectations in the school handbook.
- The Shasta community makes a special effort to develop clear, fair rules and guidelines with consistent consequences and frequent acknowledgment of progress and success.
- The Shasta community makes a special effort to appreciate and respect academic, ethnic, cultural, and religious differences within the school community.
- Teachers take a first aid kit on all field trip.
- Most teachers carry a cell phone on field trips.
- Student/staff concern for each other is noted.

1. Areas of Strength include:

- The support of Shasta's campus garden areas.
- Eradication of graffiti.
- Monthly Fire Drills and quarterly Earthquake Drills and Code Red Drills.
- Use of clipboards containing First Aid supplies and a list of special needs students during recess supervision.
- Locked playground gates and doors to infrequently used areas.
- Use of the facility by the community during non-school hours.
- Response to neighborhood concerns.
- Recognition of contributions to the school through the use of assemblies, newsletter articles, thank-you letters, and the marquee.
- Displays of student work.

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, anger control skills and participation in leadership opportunities. 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, school psychologist and administrator.

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. With the addition of a school counselor, we have another level of intervention for our students with social/emotional needs.

Faculty innovation: Three Signature Practices that occur at Shasta School are the Learning Center Intervention Program (SBIT), the Early Mental Health Initiatives (EMHI) and School Site Student Involvement. Parent involvement and support at Shasta help make our school a success. Many parents serve as volunteers in the classroom as well as, on field trips. Our active PTO provides support in many ways, focusing on uniting the school community together for social activities and focusing on what is best for our students.

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

Student Recognition Programs:

Shasta Elementary School offers several recognition and award programs on a trimester basis based on grades and attendance.

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:

Shasta 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.

Student Advocacy: The School Site Council always includes student safety and advocacy as one of its regular agenda items. Sixth Grade Students are involved as Conflict Managers titled SOS = Shasta Outstanding Students – Students Observing Students and are present in teams of 3 at most recesses. Students are trained at the beginning of each school year. Classroom Buddies help to support across grade level respect and cooperation between students of all ages. The PTO has an Angel Network to help families in crisis. Students in grades 4-5 receive information that is generated at the district level regarding sexual harassment. All reports are referred to the principal for intervention.

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.

Shasta Elementary School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Shasta Elementary School has developed plans to promote positive behaviors on the play fields, lunchroom, hallways, and assembly areas.

Discipline Procedures:

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Shasta Elementary School.

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

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Also, Shasta Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Community involvement is encouraged to help increase school safety. Neighbors and surrounding businesses are encouraged to communicate with the site administration.

Bully Awareness and Prevention:

School Safety: The following strategies, procedures and programs are in effect at Shasta to provide school safety and address the school's procedures for complying with existing laws related to school safety.

Students can report concerns to any one of the following: teachers, playground supervisors, health aide, nurse, parents or principal. Students who had inappropriate behavior receive a written citation that must be signed by a parent and returned to the school. "Bully Slips" are also submitted to the principal for tracking. All incidents of any consequence are referred to the principal or teacher-in-charge. The Primary Intervention Program provides support for students who are having difficulty adjusting to school. Healthy Play and Second Step Programs are taught to grades K-5. Second Step and Conflict Management techniques are used to prevent incidents and to give children strategies to use to encourage individual confidence.

Beliefs:

- To provide a setting where each individual will be treated with dignity and respect.
- To have clear, well-defined student expectations.
- To provide a safe, nurturing environment in which children may learn.

Support Services and Programs: Areas of Strength

The Shasta School Site Council recognizes and commends the students, staff, parents and community for their dedication in developing and implementing programs and activities at Shasta school that have a positive effect on the physical and psychological well-being of all persons on the Shasta campus.

- The Student Council is active and provides leadership for many student projects.
- A Paths, Second Step Program and Healthy Play programs help students learn to resolve problems peacefully.
- Shasta has a strong, talented staff that provides excellent guidance.
- Collaboration with the university allows members of our staff to mentor student teachers.
- Most of the parents at Shasta are excellent role models for their children.
- Many of the parents at Shasta volunteer in classrooms and participate in school activities.

- CAVE Aides and community volunteers provide assistance in the classrooms.
- Shasta has an active, productive Parent Teacher Organization.
- Shasta has a program of support services which benefits all students, families and staff:
 - After School Remediation Program
 - C.A.R.D. After School Program
 - Student Support Teams (SBIT)
 - Primary Intervention Program
 - Resource Program
 - Speech Services
 - ELD
 - Free and Reduced Breakfast and Lunch Programs
- Shasta receives much community support from business partners.
- The Foster Grandparent Program.
- Back to School Night and Grandparents and Friends Day as well as the Farmers Dinner are annual events.
- Awards Assemblies held at the end of each trimester celebrate good citizenship.
- Classroom recognition for student progress and growth is ongoing.
- Classroom meetings are held regularly to problem solve and air concerns.
- Bobcats are awarded for “Catching Students Being Good.” to be used at Student Store
- Parent support of the staff and school is apparent, as evidenced by the high percentage of parent volunteers and the number of donations we receive.
- School-to-home communication is provided regularly through the school newsletter (PawPrint), PeachJar and individual classroom newsletters.
- Classrooms participate in the Service Learning Program to promote community values.
- District policy regarding student privacy is adhered to, with limited access to student records and directory information.

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

Overview:

Shasta 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 Shasta 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 Shasta School. The staff at Shasta 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. Shasta School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Truancy Learning Center/District Attorney Referral:

Shasta School recognizes the importance of punctuality and regular attendance. The staff of Shasta 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 Shasta 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: Shasta School follows a strict dress code policy.

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

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.

- Shasta School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Shasta School has minimized blind spots around the school facility.
- Shasta School has set a priority to keep buildings clean and maintained.
- Shasta School has limited roof access by keeping dumpsters away from building walls.
- Shasta School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Shasta School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Shasta School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Shasta School has established a procedure to have the school campus fully lighted at night.
- Shasta School provides maximum supervision in heavy traffic areas.
- Shasta School has established two-way communication between the front office and each classroom.

Section 12: Supervision and Notification to Teachers of dangerous students pursuant to Education Code 49079.

Overview:

Specific employees 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.

Shasta Elementary School employs a principal and 5 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. This personnel has developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal

and the campus supervisors at Shasta Elementary School make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal and the campus supervisors and students help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes:

Shasta 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 Shasta 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:

Shasta Elementary administration shall provide to its teachers information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Section 13: Parent and Community Involvement:

Overview:

Plan(s) and method(s) shall be available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement:

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Shasta Elementary School:

- Effectively uses the School Site Council

- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure with law enforcement and the fire department.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.

Each classroom is arranged to help prevent aggressive behavior. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Section 14: Visitors and Disruptions to Educational Process:

Shasta Elementary School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Shasta Elementary School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Shasta Elementary School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Shasta Elementary School has developed a notice for disruptive individuals and, when appropriate will exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

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

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

Chico Unified School District will allow 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.

