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## COMMITTEE MEMBERS

The undersigned members of the **John B. Riebli Elementary School's** School-site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Emily Todd, Principal	Date
Andrea Farrell, (MARFAC)	Date
Charisse Arnold, Parent	Date
Kelly Sansone, (CSEA)	Date
	Date
(name), (Law Enforcement Agency)	Date
(name), (Fire Department)	Date
(name), (Other First Responder- Optional)	Date
(name), (Other- Optional)	Date

### **SAFE SCHOOL VISION STATEMENT:**

**A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence, and fear.**

## DATA ANALYSIS

### Assessment of current status of school environment and crime

Check the data sources used

Available Data Sources	2017/18	2018/19
California Health Kids Survey (CHKS)	x	
CHKS Staff Survey	x	
CHKS or other Parent Survey		
Other Student Survey		
Truancy/SARB	x	x
Student Referrals/Discipline	x	x
Suspensions/ Expulsions	x	x
STOP IT reports		
DataQuest		
Threat/Risk Assessment	x	x
Other Community and Crime Data		

Check the specific items monitored from the CHKS:

Elementary CHKS:	Middle and Highschool CHKS	
Key Indicators of School Climate and Student Well-Being Table A 2.1 (or as noted)	Key Indicators of School Climate and Student Well-Being Table A 2.1	
School Connectedness Scale	School Connectedness Scale	
Academic Motivation	Academic Motivation	
Truancy, Past 30 days (Table A 4.2)	Chronic truancy	
Caring adult relationships	Caring adult relationships	
High Expectations	High Expectations	
Meaningful participation	Meaningful participation	
Proud to belong to your school (Table A 4.11)	Facilities Upkeep	
Feel safe at School	School perceived as very safe or safe	
Been hit or pushed at school	Experienced any harassment or bullying	
Mean rumors spread about you	Mean rumors or lies spread about you	
Teachers/adults try to stop bullying when told about it (Table A7.5)	Been afraid of being beaten up	
Students try to stop bullying when they see it (Table A7.5)	Been in a physical fight	
Saw a weapon at school	Saw a weapon at school	
Students well-behaved	Been drunk or high at school	

Students treated fairly when break school rules		Current Binge Drinking	
Students treated with respect		Experienced chronic sadness/hopelessness	
Clarity of rules (Table A 6.1)		Cyberbullying Table A 8.1	

**DATA ANALYSIS** continued

**Fill-in your site data:**

	2016-17	2017-18	2018-19
<b>Referrals</b>			
<b>Suspensions</b>			
<b>Expulsions</b>			

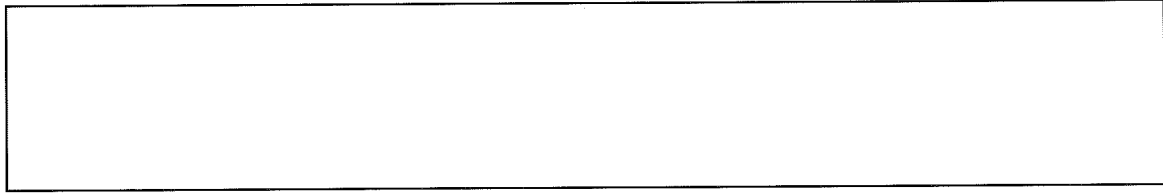
Conclusions from Data:

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

Areas we wish to Change:

I.

II.



## **A. CHILD ABUSE REPORTING PROCEDURES**

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166)

All school staff are trained in Child Abuse Reporting Procedures annually, using the online training module provided by the State Department of Social Services. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

### **Attach or reference:**

- **District Board Policies and Administrative Regulations for this section**
- **CDE resources:** <http://www.cde.ca.gov/ls/ss/ap>
- **Online training:** <https://mandatedreporterca.com/training/school-personnel>
- **Other training resources used**
- **Child Abuse Reporting Form and Instructions Form**

## **B. DISASTER RESPONSE PROCEDURES**

(EC 32282(a)[2](B); GC 8607; GC 3100)

The Mark West Union School District maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP).

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

<b>Type of Drill</b>	<b>Frequency</b>
Fire	<b>Monthly</b>
Earthquake (Drop, Cover, Hold On)	<b>Yearly</b>
Evacuation	
Intruder/Lockdown	
Student release procedure	

### **These protective measures are taken before, during and following an earthquake**

Mitigation	<ul style="list-style-type: none"> <li>• Assess existing or potential hazards on and off campus</li> <li>• Identify nonstructural hazards on campus and develop a plan of action to address the hazards</li> </ul>
Preparedness	<ul style="list-style-type: none"> <li>• Establish and Train in NIMS/SEMS and ICS</li> <li>• Conduct Drills for Students and Staff in Drop/Cover/Hold</li> <li>• Conduct Evacuation Drills for Students and Staff</li> <li>• Conduct Drills for Students, Staff and Family in the Student Release Procedures</li> <li>• Coordinate, plan and train with Law Enforcement and Fire</li> <li>• Acquire emergency equipment and supplies</li> <li>• Coordinate with SCOE S.O.S. Crisis Response Team</li> </ul>
Response	<ul style="list-style-type: none"> <li>• Evacuate buildings and the school campus if necessary</li> <li>• Release students as needed</li> <li>• Initiate search and rescue efforts as needed</li> <li>• Handle triage, medical aid, and mental health emergencies as needed</li> </ul>
Recovery and Reconstruction	<ul style="list-style-type: none"> <li>• Assess building and campus safety and damage</li> <li>• Identify contacts for support as needed</li> <li>• Mobilize the Crisis Response team as needed</li> <li>• Make plans to relocate classes and other academic business at an alternate site as needed</li> <li>• Track costs to delineate expenditures</li> <li>• Debrief</li> <li>• Update plan as needed</li> </ul>

#### **Attach or reference:**

- **District Board Policies and Administrative Regulations for this section**

- **District EOP, or Table of Contents, and school site specifics for Building Disaster Plan (Emergency Procedures)**



## **C. SUSPENSION & EXPULSION POLICIES**

(EC 32282(a)[2](C))

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

**Attach or reference:**

- **District Board Policies and Administrative Regulations for this section**
- **Student and Parent Handbook or other documents as applicable**

## **D. PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

(EC 32282(a)[2](D); EC 49079)

In accordance with EC 49079 the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

### **Attach or reference:**

- **District Board Policies and Administrative Regulations for this section**
- **Specific District/School information should be included**
- **Teacher Notification Forms**
- **Other documents or MOUs with agencies if applicable**

## **E. DISCRIMINATION & HARASSMENT POLICY**

(EC 32282(a)[2](E); EC 234.4)

The XXX District and XXX School are committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

### **Attach or reference:**

- **District Board Policies and Administrative Regulations for this section**
- **District Board Policies and Administrative Regulations regarding procedures for offenses involving hate-crime characteristics**
- **Complaint and Investigation Procedures**
- **UCP and/or other complaint forms**
- **Identify Complaint Officers**
- **Any School Site Specific Procedures**
- **Student and Parent Handbook**

**F. SCHOOL-WIDE DRESS CODE (Policies on Gang Attire, if applicable)**

(EC 32282(a)[2](F))

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities.

**Attach or Reference:**

- **District Board Policies and Administrative Regulations for this section**
- **District Board Policies and Administrative Regulations regarding gang attire, if applicable**
- **Site specific rules and procedures**

## **G. SAFE INGRESS AND EGRESS**

(EC 32282(a)[2](G))

~~XXX~~ School annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who ~~[drive cars,]~~ ride the bus, ride their bikes, and walk to and from school.

### **Attach or Reference:**

- **District Board Policies and Administrative Regulations for this section**
- **School Site Maps including well-marked location of Office and parking and pick-up locations and traffic flow patterns during arrival and dismissal**
- **District and School Site Visitors Policy and Procedures**
- **Student and Parent Handbook**

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

(EC 32282(a)[2](H))

*EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.*

Safe Schools: A Planning Guide for Action is based on four principles: that safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

**This Section H describes Steps 4 and 5: setting annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.**

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Goals, Objectives and Activities**

#### **Component I – SOCIAL ENVIRONMENT (People and Programs)**

<b>Component I: The Social Environment (People and Programs)</b> Include at least one goal, with measurable objective(s) and activities.
<b>Goal #1</b>
<b>Measurable Objective:</b> By _____, (% or #) ... will ...
<b>Activities</b>
1. a. b.
2. a. b.
3. a. b.
4. a. b.

## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Component I - SOCIAL ENVIRONMENT (People and Programs)**

Who will take the lead:
Completion date:
Resources needed:
How we will monitor and evaluate:





## **H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

### **Goals, Objectives and Activities**

#### **Component II – PHYSICAL ENVIRONMENT (Facilities)**

<b>Component II: The Physical Environment (Facilities)</b> Include at least one goal, with measurable objective(s) and activities.
<b>Goal #1</b>
<b>Objective:</b> By _____, (% or #) ... will ...
<b>Activities</b>
1. a.  b.
2. a.  b.
3. a.  b.
4. a.  b.

**H. ENSURING A SAFE AND ORDERLY ENVIRONMENT**

**Component II – PHYSICAL ENVIRONMENT (Facilities), Continued**

Who will take the lead:
Completion date:
Resources needed:
How we will monitor and evaluate:

# **I. RULES AND PROCEDURES ON SCHOOL DISCIPLINE**

(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, XXX School has created school wide expectations for behavior and discipline.

**Attach or Reference:**

- **District Board Policies and Administrative Regulations for this section**
- **Student and Parent Handbook**
- **School Rules**

## **J. TACTICAL RESPONSES (SEE EOP, ANNEX B)**

(EC 32282(a)[2](J))

XXX school district, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, [and Run-Hide-Fight] are contained in Annex B of the Emergency Operations Plan.

### **Attach or Reference:**

- **District Board Policies and Administrative Regulations for this section**
- **Procedures for School Site Specific Shelter-in-Place, Lockdown and Evacuation from Annex B of the Emergency Operations Plan**
- **Policy and Procedures for Run-Hide-Fight, if applicable**

## **K. BULLYING PREVENTION POLICIES & PROCEDURES**

(EC 234.4)

XXX District and XXX School recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. XXX School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

### **Attach or Reference:**

- **District Board Policies and Administrative Regulations for this section including:**
  - **Complaints and Investigation Procedures**
  - **Discipline Policies and Procedures**
  - **Policies and Procedures Against Retaliation**
  - **Staff Training Policies and Procedures**
- **District Board Policies and Administrative Regulations for student use of technology**
- **District Board Policies and Administrative Regulations on Discrimination and Harassment including procedures for offenses involving hate-crime characteristics**
- **Site Specific school rules, bullying prevention and intervention programs (including cyberbullying)**

## **(OPTIONAL) ROLES AND RESPONSIBILITIES OF OTHER PROFESSIONALS WORKING ON CAMPUS**

(EC 32282.1)

XXX District and XXX School has guidelines for the roles and responsibilities of the positions that provide collaborative services on campus. These include [mental health professionals, community intervention professionals, school counselors, after-school program staff, school resource officers, and police officers on school campuses.]

### **Attach or Reference:**

- **District Board Policies and Administrative Regulations for this section**
- **District and School Site Specific MOUs and/or confidentiality agreements**
- **SCOE S.O.S. Crisis Response Team Manual or Brochure**

## MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the [November] regular meeting of the Board of Trustees for public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

How was the previous plan monitored?
Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.
Were changes made to Section G: Ingress and Egress? If so, reference where these are found.
What progress was made on Section H: Component I (Social Environment)?
What progress was made on Section H: Component II (Physical Environment)?

**Record the Dates of Drills or Staff Training in Past 12 months:**

	Drills	Training
Fire		
Earthquake		
Evacuation		
Lockdown		



Student Release		
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## MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

Method for Communicating Plan and Notifying Public: <i>EC 32288</i>	<b>Date of Public Hearing</b> <input style="width: 150px; height: 20px;" type="text"/>	
	The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none"> <li>• Local Mayor</li> <li>• Representative of the local school employee organization</li> <li>• A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs</li> <li>• A representative of each teacher organization at the school site</li> <li>• A representative of the student body government</li> <li>• All persons who have indicated they want to be notified</li> </ul>	
	The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none"> <li>• A representative of the local churches</li> <li>• Local civic leaders</li> <li>• Local business organizations</li> </ul>	
	In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281	
Review of Progress for Last Year	Name	Date
Law Enforcement		
Fire		
First Responder, if applicable		
Site Council Approval		
School Board Approval		
Most Recent SARC (attached)	Date:	

## **APPENDIX**