

Garfield Elementary School

**2535 B Street
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Selma Unified School District

School Safety Plan 2018- 2019

Mission Statement:

The goal of the Safe School Plan is to provide all students with educational and personal opportunities in a safe and nurturing environment that will enable them to achieve their potential as students in the Selma Unified School District.

**Monica Chapa
Principal**

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Program Manager**

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Garfield Elementary School

Safe School Plan

Components of An Effective Safety Plan:

Creating an effective safe school plan requires having in place many preventive measures for children's mental and emotional problems, as well as a comprehensive approach to early identification of all warning signs that might lead to violence toward self or others. All staff, parents, and members of the community must be part of creating a safe school plan.

Safe School Plan Basics:

- Crisis Management Plan: An effective plan involves all school, district, and emergency personnel.
- Student participation: Student involvement is essential in solving and preventing violent acts on school campuses.
- Parent Participation: Parents should be encouraged to participate as volunteers for all school functions.
- Partnership between the school and local law enforcement: Law enforcement and school officials should work together to ensure the safety of the school environment.
- Crime prevention through environmental design: Conduct an annual safety assessment of the school facility and provide a detailed diagram of the facility to all personnel.
- Drug and alcohol prevention programs: Utilize and promote to the community the programs available.
- School crime reporting and tracking mechanism: Develop a method to report, track, and monitor any crime committed on the school campus.
- School security: Supervision of the students and campus as a whole is an essential component.
- Training for school personnel: Annual training is recommended prior to the beginning of school and throughout the course of the year.
- Concise discipline code for all students: Strictly enforce the attendance policy and all other school policies.

The Optimal Learning Environment:

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- Focus on academic achievement.
- Involve families in meaningful ways.
- Develop links to the community.
- Emphasize positive relationships among students and staff.
- Discuss safety issues openly.
- Treat students with equal respect.
- Create ways for students to share their concerns.

- Help children feel safe expressing their feelings.
- Have in place a system for referring children who are suspected of being abused or neglected.
- Offer extended day programs for children.
- Promote good citizenship and character.
- Identify problems and assess progress toward solutions.
- Support students in making the transition to adult life and the workplace.

A variety of student-centered programs advance the goal of a safe learning environment at Garfield School. Some of these programs include:

1. Trimester Award Assemblies
2. Monthly attendance and behavior awards
3. School breakfast and lunch programs
4. Red Ribbon Week
5. School Psychologist
6. Coordinated Services through CPS
7. First Aid and CPR classes available to all staff members every two years
8. Parent Workshops – Parenting Partners/Coffee Sessions
9. Parent’s Club
10. Reading Intervention Services
11. Special Day Classes
12. Tiered Teamings
13. Student Leadership Team
14. Positive Behavior Interventions and Supports (PBIS)
15. Character Education Program – Positive Action

Security & Lighting:

Campus security is coordinated with local law enforcement agencies. The entire campus, including the portables, are wired to an alarm system. There is adequate campus lighting for evening events although the campus is "dark" during evening hours at the direction of the school board. Entry and exterior hallway lighting operates on a timer to provide lighted access for the cook and custodian who arrive early. Additional lighting has been added in the front of the campus along with additional lighting for sides of campus. For certain fieldtrips, the lights are adjusted for early morning and late return to the school site. An adequate number of signs are displayed around the campus supporting procedures when members of the public are visiting school for a lawful reason. Adults entering the school grounds are asked to report to the office to receive a “visitors” badge, before going to the classrooms. The Selma Police Department is notified of any unauthorized persons on campus. District classified employees and substitutes wear badges for easy identification. Walkie-talkies are used by yard supervision to communicate with the front office.

School Condition:

A Site Survey is completed each year to identify the need for major maintenance and repairs. The last survey occurred in Fall of 2017. Custodians handle minor maintenance. Non-critical maintenance is reported through work requests submitted to the district office. The school has fencing from the road. Trees on campus are maintained by the grounds department to prevent dead limbs from causing a hazard to students. The classroom teachers, the custodians, and the principal monitor all classrooms for potential safety hazards.

The Safe Classroom:

Prevented measure start by:

- Limiting the number of items posted on windows. There may be a time when a police team needs a clear view into your room.
- Keep aisles clear of students' backpacks and athletic bags for safe and speedy evacuations.
- Set the tone. Insist that students take disaster drills seriously
- Put confidential student health information in an accessible area for easy retrieval in an emergency.
- Post the classroom evacuation and emergency flip chart in a prominent area.
- Keep the private telephone number and in-house extension number for the health office close to the phone.
- Familiarize yourself with the crisis protocol plan.
- Leave doors unlocked in the event of an evacuation from a building or classroom.
- Check the area emergency disaster kit contents, first aid kit contents, flashlight batteries, and radio batteries monthly.
- Keep clutter to a minimum. In a tornado, for example, flying debris could injure a student.
- Familiarize yourself with the location of the nearest fire extinguisher and its proper use.
- Consider keeping a battery operated radio, flashlight and whistle in your classroom or office.
- Seat students with a mobility impairment close to the exit.

The Safe School Playground

Equipment & Grounds:

Playground equipment is inspected by the District maintenance personnel on a yearly basis and routinely by the principal to ensure it is in good condition. Exterior doors have safety-opening zones painted on the sidewalk. Dangerous or potentially dangerous conditions are reported to the maintenance department by telephone for immediate repair. Adequate supervision of students also prevents dangerous play on playground equipment. Students arriving on campus at 7:30 report to the cafeteria and are supervised by the cafeteria supervisors. At 7:45 one yard duty supervisor escorts students to the playground and supervises from 7:45 am until 8:10 am when school starts. Yard supervisors are also on duty during lunch recess. Staff cover afternoon bus duty and dismissal, including crossing at McCall, Arrants, and Tulare streets. Walkie-talkies are used for communication to the front office.

Vandalism:

The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately. Financial rewards are provided to students who identify others who create graffiti or cause vandalism. Acts of vandalism are reported to the district office and to the Selma Police Department.

Assessing School Crime

The school site and district office maintain records of all suspensions. All criminal infractions able to be cited by California Education Code 48900 are included on the suspension forms. The school site administrator is responsible for filing district vandalism reports, and a police report is taken for any act of graffiti and/or vandalism that occurs on the school site. The district's maintenance department is responsible for filing vandalism and police reports during the winter, spring, and summer recesses.

The Warning Signs of Violent Behavior:

It has been frequently stated in research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult, whether it is at home, in school, or in the community, the potential for violence is reduced significantly.

Early Warning Signs:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- Intolerance for differences and prejudicial attitudes
- Drug use and alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence

Imminent Warning Signs:

- Serious physical fighting with peers or family members
- Severe destruction of property
- Severe rage for seemingly minor reasons
- Detailed threats of lethal violence
- Possession and/or use of firearms and other weapons
- Other self-injurious behaviors or threats of suicide

Chain of Command in a Crisis Situation

Principal

Administrative Designee

Assistant Superintendent of Instruction and Personnel

The Crisis Management Team

The following people are responsible designated areas on campus in the event of a crisis:

1. Monica Chapa, Principal-school main entrance or east campus
2. April Baca, Program Manager- Main entrance or east campus
3. Tina Arrequin, Custodian-school yard, west campus

Crisis Response:

School and police officials should respond to a disturbance or crisis in accordance to the level of intensity. The three levels are:

Level 1 Action

1. The crisis or disturbance is confined to one area and without threat to students or staff.
2. School personnel would respond by containing or removing persons involved with minimum interruption.

Responsibility of staff near a disturbance:

1. Prevent students from loitering in the area.
2. Stay calm.

3. Gather names of student witnesses.
4. Assist at redirecting student traffic if necessary.

Responsibility of staff removed from a disturbance:

1. Assume a "business as usual manner" for students.
2. If the classroom environment is such that students insist on sharing knowledge of the incident, then set parameters.
3. Be aware of confidential issues. It would be unwise to inform students, "The ambulance is here because Student A had another epileptic seizure..."
4. Do not allow students to use the phone or leave the room.

Level 2 Actions

1. The disturbance is mobile and/or poses a direct threat to students or staff.
2. The school would remain open, but school officials would isolate the activity or crisis area, detain individuals involved, and terminate the threat of escalation.
3. As many school personnel as possible would carry out school operations during the disturbance.

Responsibility of staff near a disturbance:

1. Remain at the perimeter of the area, and keep students from entering.
2. Stay calm.
3. Refer witnesses to the appropriate offices.
4. Assist at redirecting student traffic if necessary.

Responsibility of staff removed from a disturbance:

1. Assume a "business as usual manner" for students.
2. If the classroom environment is such that students insist on sharing knowledge about the incident, then set parameters.
3. If a student(s) appears to have credible information relating to the incident, then call the office.
4. Do not allow students to leave the room or use the telephone.
5. Assume that the passing bell should be held. DO NOT RELEASE STUDENTS until you hear a bell or receive a signal from a crisis management team member.

Level 3 Actions

1. The disturbance prevents regular school operations to continue.
2. There are serious threats to student and staff safety, and the situation is no longer within the school's control.
3. School would be closed.
4. The crisis management team would request police assistance.
5. Responsibility for controlling the crisis would shift from the administration to the police officials.
6. Responsibility for maintaining safety and order among the students, teachers and staff would remain with the site and district administration.

Responsibility of staff near a disturbance:

1. Remain at the perimeter of the area until released by a site administrator or police officer.
2. Stay calm. Take responsibility for students left in the area.
3. Enact the appropriate Code BLUE or Code GREEN procedures.
4. As you leave the crisis area, sweep for students.

Responsibility of staff removed from a disturbance:

1. Wait for instructions from the crisis management team. You will be informed of the quadrant of campus where the crisis is occurring. You will be told to lock down (Code BLUE) or evacuate (Code GREEN).
2. Take responsibility for the students in your area.
3. Stay calm. Set the tone. Maintain order.
4. Do not speak to the media.

5. Plan to meet with the site administration and other staff members when the crisis has subsided.

Gunman on Campus:

Please follow these steps:

- Call the police immediately using 911
- The office will give a CODE BLUE message over the page system.
- Teachers will immediately lock all doors.
- If at PE or recess, teachers will escort students to the nearest classroom immediately.
- Have students move away from windows and go under desks in a duck and cover stance.
- Principal or designee will contact teachers/aides when it is safe to return to normal procedures.
- All contact will be made via telephone system or e-mail.

Garfield Elementary School holds one annual Active Shooter Drill per year.

Threat Assessment Procedures

Garfield Elementary STAT (Site Threat Assessment Team) is composed of the following people:

- Administrator (Principal)
 - Program Manager
 - School Psychologist
 - School Nurse
- Selma Police Department (called in crisis)

The above team will contact the DTAT (District Threat Assessment Team) which is composed of the following people:

- Superintendent or Designee
- Director of Pupil Services
- Mental Health Clinicians

Procedures are in place from district plan of:

1. Evaluate the threat
2. Is the Threat Transient or Substantive?
3. Respond to the Threat

STAT will follow procedure in place set by Selma Unified School District. Resources are listed in appendices along with DTAT plan.

MANAGING A HOSTAGE SITUATION

Responsibility of Staff in Proximity of Crisis

- Redirect student traffic. Stay calm.
- Assess the situation without placing yourself in danger.
- Try to provide the crisis management team with the following information:
 1. Number of individuals involved
 2. Visible weapons
 3. Demeanor of intruder
 4. Anxiety level of hostages
 5. Demands or rationale for takeover
 6. Potential for serious injury
 7. Number of injured staff members or students
- Remain at the perimeter of the area until a member of the crisis management team or a police officer relieves you.
- Avoid heroics.

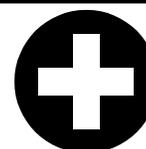
Responsibility of the Administration

- Evaluate the situation and gather facts.
- Notify the police and district office.
- Initiate a Code Blue or Code Green action.
- Continue ongoing communication with the police and the crisis management team.
- Station unassigned staff to the campus perimeter to discourage media and other visitors from walking on campus.

Hostage Situation in a classroom

- Remain calm. The more intense the situation, the greater the need for calmness.
- Speak clearly to students. Instruct them to sit, stay calm and remain silent. Reassure panicked students by quietly repeating your instructions. Maintain eye contact with students.
- Don't threaten or intimidate.
- Avoid heroics. Keep a safe non-intimidating distance from the intruder.
- Keep your hands clearly visible and avoid abrupt movements
- If the situation permits, calmly ask the intruder what he or she wants. Listen don't make promises. What you say must be perceived as sincere and believable.
- Cautiously explain to the intruder that due to the stress level of the situation, you may be required to administer First Aid if a student becomes injured or ill.
- Ask the intruder if you may use the phone to relay his or her demands.
- Ask the intruder if students may be dismissed.
- Ask for permission to answer the telephone if it rings.
- Continue to calmly reassure students

Code Blue: Lockdown



Move Immediately to Secure Building and Classroom

When

A lockdown is called when there is **the existence of an immediate, serious threat** against students or faculty of a school. This may include the sighting of someone with a weapon on campus, a threat made against students or staff members, or other imminently dangerous situations that threaten the safety of students and staff.

Alarm: Repeated blasts of bells and whistles by staff members.

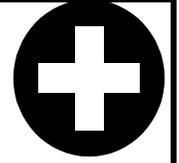
While outside the classroom or office

- Immediately return students to the nearest open door. The campus should be cleared within one minute. (Examples of secure buildings on our campus: All classrooms, Library, Cafeteria, Office, Room 1).
- Once inside, follow instructions “While inside classroom or office.”

While inside the classroom or office

- Remain in the classroom or office.
- Reassure students. You set the tone for those in the room.
- Secure inside of classroom (lock doors, close window blinds, keep students away from doors and windows).
- If instructed to do so, have students assume the “Duck and Cover” position.
- Account for all students present. Make a list of students and staff present in your classroom or office. Keep student roll information with you at all times using a manual roll sheet or use the form on the back of the emergency flip chart posted in your room.
- Do not allow students to leave the classroom or to use cell phones or the school phone; do not turn on TV’s.
- Render first aid as needed.
- Open doors only to law enforcement personnel, school administrators, or students/staff seeking safety.
- Update 911 if you are currently observing criminal actions or have pertinent information to the crisis (life-threatening injuries, gunman at door). When calling 911, always remember to identify the site and room number from which you are calling. Not all district phones automatically identify specific call locations. For example: “My name is _____, and I am calling from room _____ at *Garfield Elementary School*.” Then clearly explain your situation.
- Wait for further instructions

Code Yellow: Facility Alert



RETURN TO OR REMAIN IN CLASSROOMS AND OFFICES

When

A facility alert is called when police or other law enforcement agencies have notified administrators that a potentially hazardous situation may reach a district facility. A facility alert is similar to a temporary lockdown; however, in this situation employees must be prepared to evacuate a room when prompted to do so. Examples of Facility alert: *earthquakes, gas leaks, and plane crash.*

Alarm: Repeated ringing of school bell interspersed with all-call “Facility Alert” announcement

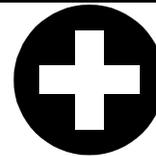
While outside the classroom or office

- Immediately return students to class and/or next scheduled classroom.
- Clear hallways, bathrooms, etc. of students.
- Once inside, follow “While inside classroom or office” instructions.

While inside the classroom or office

- Inform students that you are under a “Facility Alert” and that you will remain inside until notified differently.
- Continue normal classroom or office routine. Unless otherwise notified, no outdoor activities should take place. Allow students to use the restroom if accompanied by an adult.
- Take roll. When possible, notify main office of any missing students. Keep roll information with you at all times.
- Do not allow students to leave the classroom unattended.
- Leave doors unlocked, unless otherwise instructed.
- Listen closely for “all-call” messages and check e-mail frequently for additional directions from site administrators. Listen for an all-call announcement, “Will Jane Doe please call the main office?” This announcement indicates an important e-mail message has been sent to staff.
- Wait for further instruction.

Code Green: Evacuation



IMMEDIATELY EVACUATE BUILDINGS AND PROCEED TO DESIGNATED SAFE AREAS

When

An evacuation is called when a serious threat exists to students if they remain inside school buildings. Evacuations typically occur in the event of a fire, following an earthquake or other natural disaster, or when it is deemed unsafe for students and employees to occupy a building.

Alarm: In the event of a fire, fire alarm will sound. In the event of any other evacuation, school bell will ring repeatedly, interspersed with all-call announcement: “Evacuate Facility.”

While outside the classroom or office

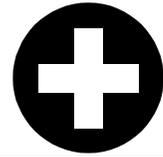
- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this site is the: field areas north and east of the buildings.
- Use common sense; if smoke or fire blocks an evacuation route, move around the obstacle.
- Clear hallways, library, multipurpose room, bathrooms and other non-classroom facilities.
- Once in safe area, follow “While inside classroom or office” instructions.

While inside the classroom or office

- If time permits, be sure to take an accurate roll count using manual form before leaving the classroom.
- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this site is the: Field Areas.
- Take the manual roll sheet with you when evacuating the classroom.
- When leaving, doors should be closed but left unlocked to allow emergency crews access.
- Upon arrival in designated assembly area, organize students into groups. At our school, students will be grouped by: Classroom.
- Take roll again. Report any missing students or staff to designated school personnel. At our school, missing students or staff should be reported to the Principal.
- Do not allow students to leave or to make phone calls.
- Wait for further instruction.

Garfield Elementary School holds one annual Bus Evacuation drill per Selma Unified School District.

Code Black: Rolling Blackout/Power Outage



REMAIN IN YOUR ROOM AND CONTINUE DUTIES AS ABLE

When

Code Black is declared when a district facility has lost power due to a rolling blackout or other energy emergency. Because our energy supplier has guaranteed that loss of power under these circumstances should last no more than one to two hours, district facilities will remain in operation.

Alarm: The principal or site administrator will make an announcement over the all-call system-notifying students and staff that the school is experiencing a rolling blackout or loss of power.

While outside of classroom or office

- Proceed with your normal classroom/office schedule.
- Use whistle or bullhorn as needed to substitute for the ringing of school bells or to make announcements.

While inside of classroom or office

- Proceed with your normal classroom/office schedule.
- If notified of an impending blackout, turn computers, televisions and other electronic equipment off. If time permits, close computer programs and applications before shutting off computers.
- Move students close to windows and doors if needed to provide additional light. If your classroom or office is windowless, move students to an alternate location. Approved alternate locations at our site include: Picnic Tables, Cafeteria
- Dependent upon outside temperatures, open doors for cooling. If heat is excessive, take students outside to a shady area for a short period while continuing lessons.
- Phone system will not be functional to outside phone lines due to lack of power.

Parent Notification:

Notify parents of situation and procedures for parent access to students via automated phone system.

Mass Care & Welfare Shelter During A Disaster

In the event of a disaster or other emergencies affecting the public health and welfare, public agencies such as the American Red Cross will use Garfield School for mass care and welfare shelters. The school site(s) to be used will be determined by the superintendent or designee in consultation with the public agency. In such a situation, the assistant superintendent of business and support services will be the liaison between the public agency, the district, and the school community. The principal will utilize the automated call system to inform the school community of pertinent information.

Suicide

The causes of suicide among young people are many and varied. It is important that you notify a site counselor, psychologist or administrator immediately if you suspect a student is in danger of harming himself/herself.

Intervention - All Staff

- Listen. An effort should be made to really understand the feelings being expressed behind the words.
- Determine, if possible, the intensity or severity of the emotional disturbance.
- Be a non-judgmental listener who shows interest and support.
- Ask directly if the individual has considered suicide. Try to discuss this openly and frankly.
- Do not be misled if the individual admits to seriously considering suicide and then makes light of the issue.
- Immediately notify parents about your concerns. When a Suicide Occurs - Administration Identify the crisis and circumstances. Call for medical assistance.
- Obtain the facts: who, what, when, where, how and why.
- If the suicide occurred within a classroom, keep the students who witnessed the event together and away from the scene. Escort students to a "pre-arranged safe area".
- Isolate the area.
- Do not allow students to make telephone calls.
- If the suicide occurred outside in a common area, take measures to cordon off the area. Redirect student traffic.
- Notify parents and gather information about brothers, sisters, and other close relatives who may be in attendance at the site.
- Notify the appropriate assistant superintendent and public relations officer
 - Designate a spokesperson that will meet the media.
- Draft a statement and develop a timeline for notifying staff members.
- Meet with staff and give them the facts about the crisis.
- Identify the media spokesperson. Remind the staff of the district's policy regarding the news media.
- Arrange for specific rooms to be used to counsel students, teachers and staff having difficulty dealing with the crisis. Recruit counselors from other schools within the district if the need is high.
- Provide time for classroom discussion of the crisis.
- Determine who will go to the family's home, who will send flowers, and who will attend the funeral.
- Provide both short-term and long-term counseling following the crisis

Bomb Threats/Explosions:

If you receive a bomb threat, get as much information from the caller as possible. Keep the caller on the line and record or take notes on everything that is said. Notify the office immediately.

Responsibility of Staff Member Receiving a Bomb Threat:

- Note time the call is received and when the call terminates.
- Ask exactly where the bomb is located.
- Ask what the bomb is made of and what type of detonation device is used.
- Ask when the bomb is due to explode.
- Ask who is calling.
- Determine if the caller is male or female.
- Listen for distinctive accents, background noise, or other sounds that might provide information to the identity of who is calling.
- Write down everything that is said by the caller.
- Notify an administrator immediately.

Responsibility of Staff Near an Explosion:

- Check immediate area for injured students and staff.
- Notify the office of injuries and potentially hazardous structural damage in your area.
- Determine the safest exit route and organize students.
- Instruct students to stay low to the ground and exit the area as quickly as possible.
- In the event of fumes, smoke and/or heavy dust, instruct students to cover their mouths with a piece of clothing.
- After exiting, do not allow students to return to the explosion site.
- If you are unable to evacuate the area, take responsibility for the students in your vicinity. Stay calm.
- Stay aware of your surroundings: broken glass, chemical spills, structural damage, gas leaks.

Responsibility of Staff Not Near an Explosion:

- Take responsibility for the students in your area.
- Do not allow students to leave the room or your general vicinity.
- Wait for CODE BLUE directions.
- Do not allow students to use a telephone.
- Do not release students if you hear a recess bell. Wait for a signal or call from a Crisis Team member.

After an Explosion:

- Prepare students for the possibility of another explosion.
- Remain in your area until instructed to leave.
- Report damage, unsafe conditions and injuries to a Crisis Team member.
- Videotape or take photos of damage.
- Prepare to attend a damage assessment meeting when the crisis has subsided.

Fire Safety:

The school conducts monthly fire drills. All students are able to evacuate to safe areas in less than 3 minutes. There are fire extinguishers in **every classroom** and in strategic locations around school. Rooms containing extinguishers are marked with signs on the inside and outside of the door. Fire alarms are located in each hallway, although the system is not connected to the fire department. Flammable liquids are stored in approved containers. No flammable liquids are stored near heaters. Garfield Elementary School holds one practice fire drill per month.

Students and Staff follow the procedures listed below:

1. Students are to move out of the buildings in an orderly fashion and report directly to the designated area on the west side of the playground.
2. Each teacher is to be the last one out of the classroom. Lights must be turned off and doors unlocked. Teachers should have their roll or grade book with them.
3. Students are to remain quiet as the teacher takes a pupil count and reports it to the site secretary, who takes out master class lists and accounts for all students.
4. Site administration and support staff are responsible for clearing all rooms and hallways to ensure all students have exited the building.

Earthquakes:

Earthquakes strike suddenly, violently and without warning. Identifying potential hazards ahead of time and advance planning can reduce the dangers of serious injury or loss of life from an earthquake. Garfield Elementary School holds practice earthquake drills two times a year.

To Prepare:

- Practice, DROP, DUCK & COVER, and the HOLD ON drills at least 2 x a year.
- Make sure shelves are securely fastened to classroom or office walls.
- Place large or heavy objects on lower shelves.
- Store chemicals (science materials) and cleaning products in closed cabinets with latches.
- Minimize the number of breakable objects stored on shelves and counter tops.

- Inform students of the dangers associated with finding shelter near windows, mirrors, pictures, and heavy bookcases not secured to the wall.
- Remind students of the danger of aftershocks which can occur hours, days, or even months after the earthquake. Although smaller than the main shock, aftershocks can cause additional damage and could bring weakened structures down.

During an Earthquake:

- Take cover immediately and hang on.
- Instruct students to use their arms to protect their head, face and eyes.
- Remain inside until the shaking stops. The most dangerous thing to do during the shaking is to try to leave a classroom or office. The most frequently reported injuries are from falling objects.

After an Earthquake:

- Wait for instructions before leaving the classroom or office.
- Notify the Crisis Team immediately of any injuries.
- Do not allow students to use the telephone.
- After evacuation of a room or building, make sure students do not return to retrieve belongings.
- Report any gas leaks, water leaks, fire hazards, or structural damage to the Crisis Team immediately.
- Videotape or take photos of damage.

Thunderstorms/Lightning:

Some thunderstorms can be seen approaching, while others hit without warning. It is important to learn and recognize the danger signs and to plan ahead. Please discuss the following conditions with students:

Severe Thunderstorm Watch:

A severe thunderstorm watch is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds >58 mph or hail >3/4 of an inch) is likely. Remain alert. This is the time to remind students where the safest places are on campus. If possible, listen to a radio or television for further developments.

Severe Thunderstorm Warning:

A severe thunderstorm warning is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place and wait for directions from the Crisis Team.

Before Lightning Strikes:

- Look for darkening skies, flashes of light, or increasing wind.
- If you can hear thunder, you are close enough to the storm to be struck by lightning.
- Go to a safe shelter immediately.
- Listen to a battery operated radio or television for the latest storm information.

When a Storm Approaches:

- Find shelter in a classroom or building.
- Draw blinds or shades over windows. Stay away from window areas.
- Avoid using the telephone or any electrical device. If possible, unplug computers and other electronic equipment. Television sets are particularly dangerous at this time.
- You DO NOT increase your chances of being struck by lightning if you leave electric lights on.

Protecting Yourself Outside:

- Go to a low-lying, open place away from trees, poles, or metal objects.
- Squat low to the ground with your head between your knees. Place your hands on your knees. Make yourself the smallest target possible.
- Do not lie flat on the ground. This will make you a larger target.

If Someone is Struck by Lightning:

- People struck by lightning carry no electrical charge and can be handled safely.
- Call for medical assistance immediately.
- If breathing has stopped, a trained staff member should begin rescue breathing.
- If the heart has stopped, a trained staff member should begin CPR.

Tornado:

When a tornado is coming, you have only a short amount of time to make some very critical decisions. Advance planning and quick response is critical. Discuss with students the difference between a “tornado watch” and a “tornado warning.”

Tornado Watch:

A tornado watch is issued by the National Weather Service when tornadoes are possible in your area. Remain alert. This is the time to remind students where the safest places are on campus. If possible, listen to a radio or television for further developments.

Tornado Warning:

A tornado warning is issued when a tornado has been sighted or indicated by weather radar.

Danger Signs:

- An approaching cloud of debris can mark the location even if a funnel is not visible.
- Before a tornado hits, the wind may die down and the air may become very still.
- Tornadoes generally occur near the trailing edge of thunderstorm.

During a Tornado, Indoors:

- Move to the center of the room or interior part of the building.
- Avoid places with wide-open span roofs such as the cafeteria.
- Get away from windows.
- Get under a piece of sturdy furniture.
- Use arms to protect head and neck.

During a Tornado, Outdoors:

- If possible, get inside a building.
- If there is no time to find shelter, lie in a ditch or low lying area or crouch near a strong building
- Use arms to protect head and neck.

After a Tornado:

- Turn on a radio or television for the latest emergency information.
- Do not allow students to use the telephone.
- Do not allow students to leave the building or classroom. Wait for instruction from the Crisis Team.
- Upon release, instruct students to stay out of damaged buildings.
- Report gas leaks, electrical system damage and water line damage immediately.
- Videotape or take photos of damage.

Floods/Flash Floods

Find out if your school site is located in an area that frequently floods and know the surrounding area's risk. If it has been raining hard for several hours, or steadily raining for several days, be alert to the possibility of a flood. Floods can take several hours to days to develop while flash floods can take only a few minutes.

Before a Flood - All Staff

- Plan and practice an evacuation route.
- Store necessary survival items such as a First Aid kit in an elevated area.
- Inform students on the dangers of walking through floodwaters. If it is moving swiftly, even water 6 inches deep can sweep a student off his or her feet.

During a Flood Watch

- Move valuable classroom items to safe ground if time permits.
- Prepare students for a possible evacuation by reviewing evacuation procedures.

- Do not allow students to use the phone or leave the classroom.
- Wait for instructions from a member of the crisis management team.

During an Evacuation - Code GREEN

- Unless told otherwise, move students immediately to your designated safe area.
- If your designated evacuation area is deemed unsafe you will be told to go to another area.
- Follow the alternate evacuation route closely as shortcuts may be blocked.
- Instruct students to leave belongings behind.
- Do not allow students to leave campus or return to the classroom.
- Take responsibility for students who do not appear to be under the supervision of an adult.
- Look in your general vicinity for higher ground in the event you see rising water in your area.

After a Flood

- Do not return to your classroom or office until you hear from a member of the crisis management team.
- Report damage and unsafe conditions.
- Videotape or take photos of damage.
- Prepare to attend a damage assessment meeting when the crisis has subsided.

Disaster Supply Kits:

There are several basic items that should be considered for classroom or building disaster kits. Contents should be stored in a large, covered container that is easily accessible. Although it is not necessary to have a kit in every room, it should be noted that knowledge of its location and proper storage could be critical.

Garfield Elementary has Disaster Kits to be shared between two classrooms. They are located in rooms 2, 4, 6, 8, and 10.

Disaster Kit Checklist:

- First Aid kit (office)
- Copy of the Safe School plan
- Water stored in plastic containers (custodians)
- 2-way radio (office)
- Non-perishable packaged or canned food (cafeteria)
- Non-electric can opener (cafeteria)
- Radio with fresh batteries (office)
- Flashlight with fresh batteries (custodians)
- Blankets (Nurse)
- Small shovel, wrench, hammer, pliers (custodians)
- Pair of work gloves (custodians)
- Whistle (Every employee)
- Plastic sheeting (custodians)

First Aid Kit Checklist:

- Aspirin and/or non-aspirin pain reliever
- Sterile adhesive bandages in assorted sizes
- Assorted sizes of safety pins
- Cleansing agent/soap
- Latex gloves
- Sterile gauze pads in assorted sizes
- 2 & 3 inch sterile roller bandages
- Triangular bandages
- Scissors
- Tweezers

- Needle
- Moistened Towelettes
- Antiseptic
- Thermometer
- Tongue depressors

Pesticides or other Dangerous toxic substance

Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school.

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE, unless the local authorities determine evacuation is necessary.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call 911 and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Extreme Heat:

Doing too much on a hot day, spending too much time in the sun or staying too long in an overheated place can cause heat-related illnesses. Know the symptoms of heat disorders and overexposure to the sun. Discuss the following conditions with students and athletes:

Heat wave:

A heat wave alert from the National Weather Service is a prolonged period of excessive heat and humidity.

Heat Index:

The heat index is a number that tells you how hot it really feels when relative humidity is added to the actual air temperature.

Heat Cramps:

Heat cramps are muscular pains and spasms from heavy exertion and are an early sign that the body is having trouble with the heat.

Treatment:

- Move student to cooler place.
- Have student lightly stretch the affected muscle.
- Have student sip ½ glass of cool water every 15 minutes.
- Avoid liquids with caffeine as it can make the condition worse.

Heat Exhaustion:

This condition typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock.

Warning Signs:

- Cool, moist, pale, or flushed skin.
- Heavy sweating.
- Headache, nausea, vomiting, or dizziness.

Treatment:

- Move student to a cooler place.
- Remove or loosen tight clothing.
- Apply cool, wet cloths.
- Have student sip ½ glass of cool water every 15 minutes.
- Avoid liquids with caffeine as it can make the condition worse.

Heat Stroke/Sun Stroke:

Heat stroke is life threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can raise so high that brain damage and death may result.

Warning Signs:

- Hot, red skin.
- Changes in consciousness.
- Rapid, weak pulse.
- Body temperature as high as 105 degrees.

Treatment:

- Call for medical assistance immediately.
- Move student to a cooler place.
- Immerse student in a cool bath or wrap with wet towels.
- Keep the student lying down and watch for signals of breathing problems.

If a Heat Wave is Predicted or Happening:

- Slow down and avoid strenuous activity.
- Stay indoors as much as possible.
- Wear lightweight, light-colored clothing.
- Drink plenty of water, even if you don't feel thirsty.
- Avoid drinks with caffeine.
- Eat small meals and eat more often.
- Use salt tablets only under the direction of a physician.

Air Quality Plan

Garfield Elementary follows the district policy regarding air quality. These procedures are listed below.

- GREEN: The air quality in your area is expected to be good that day.
- YELLOW: Moderate air quality
- ORANGE: The air quality is unhealthy for sensitive people (like those with asthma or other lung diseases).
- RED: Indicates unhealthy air quality for everyone.

Websites: airnw.gov (CIF uses this website for Central Section)
Valleyair.org (San Joaquin Air Pollution Website)
ABC30Storm Warn App

The following procedures will be followed regarding physical education to ensure the safety and health of our students and staff.

1. If the AQI forecast is predicted below 145 (144 or less), physical education classes will continue as scheduled ensuring students have water available before, during and after their PE time.
2. If the AQI forecast is predicted between 145 and 149, classes can continue outdoors with limiting or eliminating the amount of running during activities with water breaks every 10-15 minutes or as needed.
3. If the AQI forecast is predicted to be 150 or higher, outdoor physical education classes are cancelled. Modifications can be made: classes are moved indoors to a cafeteria or multipurpose room; teachers keep their students in the classroom for indoor activities.
4. PE teachers and site principals should register with one of the websites listed above to receive daily AQI forecasts and notifications in the event that the air quality worsens during the day above the predicted level.
5. The same procedures should be followed regarding athletic practices during or after school, and athletic games.
6. Make students have the opportunity to hydrate before any physical activity. Proper hydration before physical activity will decrease the risk of heat related illness.
7. If the temperature forecast is 100-104 degrees, limit or eliminate running during activities. Provide water breaks every 10 to 15 minutes or as needed. Provide shade breaks. Be sensitive to heat related issues and symptoms (Headache, dizziness, confusion, disorientation, muscle cramps or spasms, excessive sweating or absence of sweating, fatigue, nausea/vomiting, chills and/or goose bumps.)
8. If the temperature forecast is 105 degrees or higher, consider cancelling outdoor activities. Modifications that can be made: classes are moved indoors to a cafeteria or multipurpose room, teachers keep their students in the classroom for indoor activities.

ELEMENTS OF AN EFFECTIVE SCHOOL

Our major concern is providing a safe environment in which your child can learn and play. The rules that follow were created to insure a good learning environment and a safe school. Garfield School has a well-deserved reputation for being a safe school. Even though the majority of students at Garfield exhibit responsible behavior, occasionally discipline is required. Our discipline system is designed to be proactive in nature, to help the student identify why rules are important, and to encourage good work and safe play habits.

As students mature, it becomes increasingly important to encourage them to accept responsibility for their actions. We believe that every student has a right to learn and that teachers have the right to teach. This means that the time spent on discipline is time taken away from teaching or learning and that loss of valuable educational time harms everyone. The behavior expectations and consequences for misbehavior are clearly spelled out to each student at the beginning of the school year. Students have the expectations explained to them prior to receiving a consequence. Consequences include loss of privileges and parents being called upon to assist in solving the disruptive behavior.

Child Abuse Reporting Procedures

All employees who work with or around children are mandated reporters of child abuse during their normal working hours. This includes classified, certificated, and administrative personnel. No administrator or supervisor shall impede or inhibit a person who wants to make a child abuse report. No person who makes a child abuse report will be subject to any form of sanctions. Any person who prevents or deters a child abuse reporter would be guilty of a criminal infraction and may be subject to a fine of \$5,000.

During the New Teacher Orientation, the Assistant Superintendent informs all new teachers in the district that they are child care custodians and have a legal obligation to report all suspected child

abuse. They receive the Board Policy (BP 5141.4) on child abuse reporting in their new teacher handbooks.

All staff in Selma Unified are required to take online training course and online assessment on being mandated reporters.

The procedures listed below should be followed when reporting suspected child abuse:

- If a staff member becomes aware of a situation with a student that would fall under the guidelines for mandated reporting, you must make a report. Do not examine a child's breast, genital, or buttocks area, even with a nurse or a same-gender adult present. If you are concerned that the student is injured, enlist the assistance of the school nurse
- **All suspected child abuse must be reported immediately.**
- Obtain the child's emergency card. Prepare information regarding siblings' names and ages, if possible, and file out the CPS form.
- **Call Selma Police Department at 896-2525.**
- **Call Child Protective Services (CPS) at 255-8320.** The school employee should identify himself/herself, and ask the name of the CPS employee who is taking the report.
- Answer the questions asked by the CPS employee. Follow explicit directions such as keeping the child after school or not alerting parents.
- The school administrator is not required to inform parents if CPS removes a child from school. However, the school administrator must provide CPS with the parents' names, address, and telephone number.
- CPS will respond based on the severity of the suspected child abuse.
- **File a written report within 36 hours of first learning of the suspected child abuse. The fax number is 266-2463.**
- If a classified or certificated employee informs an administrator of the suspected abuse, it does not absolve the original employee of the responsibility to report. The primary responsibility still lies with the person who had the first-hand knowledge of the suspected abuse. The administrator has a secondary responsibility to report.

Adaptations for Students with Disabilities

Garfield Elementary school has wheelchair ramps on both sides of the campus near the office and room 10. We are in the process of school-wide updates this year with the new library construction that will be occurring.

Home & School Connection- Parent Involvement

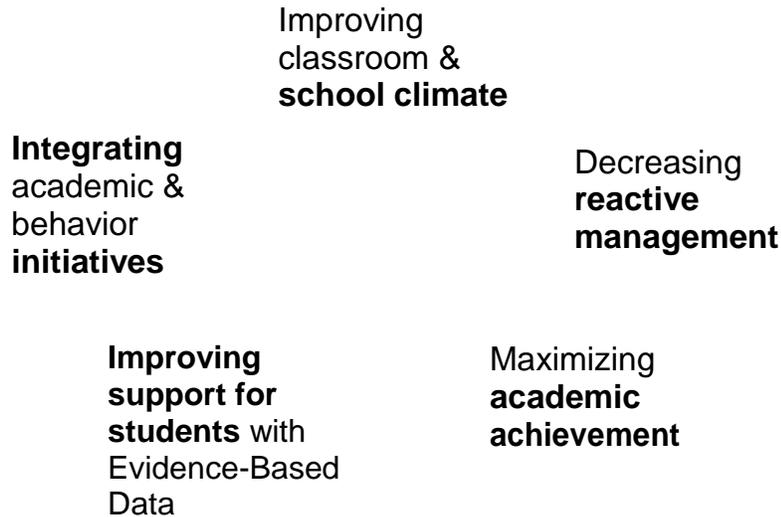
Without exception, all the research on effective schools points to the vital importance parents play in the success of any school. Parents who are actively involved in their child's education increase the likelihood that the child will be successful in school. Schools that communicate regularly with parents increase the effectiveness of parents in working with their children. Educating children must be a partnership between parents and the school. Quality education is a shared responsibility.

Here are some ways we will communicate with PARENTS. We will send a monthly newsletter. Our school calendar is posted in front of the office, as well as digitally on our district website. You can find it at <http://www.selmausd.org/Domain/508> Please check your child's backpack for daily reminders or announcements. We will occasionally make automated phone calls to your home. Garfield Back to School, Open House, PTC, School Site Council, ELAC, and Parent Nights are structured events held annually at Garfield. Community events include the Selma Band Review, Carnival, and Parent Education sessions. Remember that all calendar dates are subject to change so please confirm date/time of each event. Most importantly, we encourage parents to stay in contact with the child's teacher.

Additionally, at the end of the Safe Plan you will find a parent involvement brochure that is in effect at our school.

Garfield Positive Behavior Support

The Positive Behavior Support framework provides an organizational approach for improving the social behavior climate of the schools and supporting or enhancing the impact of academic instruction on achievement and increasing proactive (positive/preventive) management.



(SWPBS Workbook, August 2008)

Discipline Policy

PHILOSOPHY

We believe that good discipline provides a climate that promotes a pattern of positive, wholesome pupil behavior in the school as a whole, as well as in the individual classrooms. The intention of this plan is to further detail the Selma Unified School District policies and to introduce an important initiative supported by the Fresno County Office of Education. It is called Positive Behavioral Interventions & Support or PBIS.

The goal of our discipline plan is to:

- aid the students in developing control of, and responsibility for their own behavior
- encourage the development of genuine respect for the rights of others
- develop the habit of good character
- provide and promote instructional time that is free from excessive disruption
- ensure a learning environment that is safe, both physically and emotionally
- encourage positive self-esteem that comes with good character

We define discipline as a process of promoting a positive and supportive learning environment throughout the school. Such a climate can be realized when the school is characterized by:

- Mutual respect of students and staff.
- A high regard for the dignity of all persons.
- A challenging instructional program.
- Effective classroom management.
- Established standards for school wide and classroom behavior.
- A commitment to maintain an environment free from intimidation, bullying and harassment.
- A commitment to promote positive discipline and enforce established standards of conduct.

These principles must be modeled by the whole staff and be used as the basis for developing school rules. Rules, we call them Expectations, are essential to ensure the rights of all when any group works together. School rules work best when:

- Expectations are clearly defined.
- Rewards are used to reinforce appropriate behavior.
- Consequences result from negative behaviors.
- Rewards and consequences are applied fairly and consistently.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORT (PBIS)

- PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate ALL children by developing research-based, school-wide, and classroom behavior support systems.
- PBIS focuses on improving a school's ability to teach and support positive behavior for ALL students.
- The PBIS team-based system allows Garfield to design, implement, and evaluate effective plans.
- PBIS is an approach to creating a safe and productive learning environment where teachers can teach and ALL students can learn.

GARFIELD EXPECTATIONS/RULES

- Garfield has adopted a unified set of school expectations (rules). These rules define our expectations for behavior. You will see expectations posted throughout the school. Students will be explicitly taught these expectations. A copy may be found in the attached appendices as well.

ROAR THE FOUR!

Be RESPECTFUL, Be RESPONSIBLE, Be READY, and Be SAFE

Great Grizzlies Are...

	Respectful	Responsible	Ready	Safe
Classroom	<ul style="list-style-type: none"> 🐾 Use a Level 0 voice when the teacher is talking 🐾 Raise your hand to respond or to ask a question 🐾 Only use your own materials 	<ul style="list-style-type: none"> 🐾 Do your work quietly & to the best of your ability 🐾 Ask questions when you need help 🐾 Turn in classwork and homework 🐾 Take care of books and supplies 	<ul style="list-style-type: none"> 🐾 Be on time 🐾 Eat breakfast 🐾 Bring your materials 🐾 Sit in a learning position 	<ul style="list-style-type: none"> 🐾 Keep hands and feet to self 🐾 Keep your materials where they are supposed to be
Playground	<ul style="list-style-type: none"> 🐾 Wait for your turn on the equipment 🐾 Share equipment with others 🐾 Include others who want to play 	<ul style="list-style-type: none"> 🐾 Use equipment correctly 🐾 Count to 100 and wait when someone else is on the swing 🐾 Return equipment when done 	<ul style="list-style-type: none"> 🐾 Use the bathroom & get drinks BEFORE the bell rings 🐾 Freeze when the bell rings & walk to your line 	<ul style="list-style-type: none"> 🐾 Keep hands and feet to self 🐾 Use equipment the right way 🐾 Walk on the cement top 🐾 Walk up & down the stairs 1 step at a time 🐾 Play approved games
Cafeteria	<ul style="list-style-type: none"> 🐾 Wait quietly in the lunch line 🐾 Take ONLY what you can eat 🐾 Keep your area clean 🐾 Say "please" and "thank you" 🐾 Chew with your mouth closed 🐾 Use a Level 1 voice 	<ul style="list-style-type: none"> 🐾 Only take the food you can eat 🐾 Use your fork and napkin 	<ul style="list-style-type: none"> 🐾 Level 0 voice when lights are out and eyes on the adult 	<ul style="list-style-type: none"> 🐾 Keep hands and feet to self 🐾 Walk
Restroom	<ul style="list-style-type: none"> 🐾 Use a Level 1 voice 🐾 Put paper towels in the trash can 🐾 Put toilet paper in the toilet and then flush 	<ul style="list-style-type: none"> 🐾 Use the restroom before the bell 🐾 Wash your hands with soap 🐾 Report problems immediately 🐾 Use a pass during class time & during lunch 	<ul style="list-style-type: none"> 🐾 Do your business and get back to class 	<ul style="list-style-type: none"> 🐾 Walk 🐾 Water is for washing hands only 🐾 Report water on the floor

STUDENT RESPONSIBILITIES

- Arrive on time and ready to work.
- Do your homework. Show responsibility by returning completed homework and school notes each day.
- Get the right amount of sleep for your age. Eat a nutritious breakfast.
- Know and follow the school, playground and classroom rules. Be respectful, responsible, ready, and safe.
- Practice habits of good character as represented by the pillars of Respect, Responsibility, Trustworthiness, Caring, Fairness and Citizenship.
- **Give appropriate attention to your school work and learning.**
- Take care of yourself, take care of each other, and take care of your school.
- Accept responsibility for inappropriate behavior.

PARENT RESPONSIBILITIES

- Get your child to school and on time every day. Pick up your child promptly at dismissal. Follow the safe pick-up procedures. Use the crosswalk. Please park and walk using the preschool area parking lot.
- Make sure your student gets adequate sleep.
- Provide your student with a nutritious breakfast.
- Reinforce the school, playground and classroom expectations and rules. Be respectful, responsible, ready, and safe.
- Practice and encourage habits of good character as represented by the pillars of Respect, Responsibility, Trustworthiness, Caring, Fairness and Citizenship.
- Recognize and reward good behavior and character.
- Cooperate with disciplinary action taken by school personnel.

TEACHER RESPONSIBILITIES

INCREASE STUDENT LEARNING AND DECREASE DISRUPTIONS

- Constantly teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone and body language.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.
- Implement the PBIS and school wide Clip Chart system with fidelity

SCHOOL AND PLAYGROUND RULES

- Teach the school and playground expectations/rules during the first weeks of school.
- Review the school rules with students at least quarterly and as needed.
- Help to maintain safe, orderly out-of-class behavior at all times for all students. Each teacher is authorized and expected to intervene any time a student is seen misbehaving.
- Assist in the development and review of school and playground expectations/rules.

CLASSROOM RULES

- Develop rules that focus on creating a positive learning climate.
- Make sure all students know the classroom procedures, the behavioral expectations and their consequences.
- Post classroom expectations and send a written copy home.

- Enforce classroom expectations fairly and consistently.
- Contact parents when a student demonstrates poor behavior choices or as needed.

STUDENTS IN TRANSIT

- Monitor your class all the way to each recess and to the cafeteria tables at lunchtime.
- Monitor your class at daily dismissal.
- Pick up your class promptly at the beginning of school and after each recess.
- Be sure your class maintains appropriate behavior, i.e., orderly lines, no talking

ASSEMBLIES

- Remind your students of appropriate assembly behavior. Cheering exceptions are at rallies and parties.
- Walk with your class to the Multi-Purpose Room.
- Ensure students sit on appropriately with hands and feet to self.
- Remain with your class in the Multi-Purpose Room.
- Actively work to maintain order and appropriate student behavior, i.e., no hats/hoods, no talking during a performance or while someone is talking to the assembled students. Provide incentives for those demonstrating the expected behaviors; Positive, specific praise works!
- Walk students all the way out to recess or to your classroom.



SCHOOL WIDE CLASSROOM CLIP CHART SYSTEM

The Clip Chart is intended as a way for students to better manage their behavior choices.

Student choices are tracked on a Clip Chart. All students begin the day on "Ready to Learn" (green in middle of the chart). Clothespins are moved up or down depending on choices. Clips that are moved down may be moved back up if the teacher sees the student making improved choices. In addition, once a clip is moved up, it may also be moved down. Students can also clip up ABOVE AND BEYOND the "Outstanding" level for extremely good choices! All clothespins are moved back to "Ready to Learn" (green) at the end of the day.

Clip Level Descriptors:

Outstanding: Please congratulate your student when they reach this level! If students go beyond "Outstanding," they will be at the "Top of the Chart." What if they continue to make positive choices? They will be OFF THE CHART!!! The possibilities are endless. These levels are reserved for extraordinary behavior and will not be given out loosely. This is a special and exceptional achievement; please don't expect your child to reach these levels daily.

Great Job: Students move to Great Job for continuing to make really good choices throughout the day. This is a good level to end the day on.

Good Day: Students move to Good Day for making good choices, trying their best, and showing good character.

Ready to Learn: All students begin the day on Ready to Learn. They will move up or down during the day depending on the choices they make. This is an acceptable level to stay at. If your child ends the day on this level, they did not get in trouble, it just means they didn't go "above and beyond."

Think About It: Students move to think about it as a reminder that they need to comply with classroom expectations.

Teacher's Choice: When students move to Teacher's Choice due to inappropriate behavior, the teacher will choose an appropriate consequence for that behavior. It could be taking a time out, detention, loss of privileges, or whatever is logical for the misbehavior and is meaningful to the student.

Parent Contact: Parent contact will be made by the classroom teacher. Parent contact will be logged and retained by the teacher. Students who clip down to Parent Contact have the opportunity to change their behavior; please support this expectation.

MAJOR REFERRALS TO THE OFFICE

- Students are to be referred to the office when the teacher's attempts to correct a student's chronic misbehavior have not been successful or when an action by a student is determined to be of a serious nature. This includes disrespect to the teacher, repetition of an action for which the student has been previously removed from the classroom that day, bullying, intimidation or harassment, violence against another student or school employee, gross vulgarity or profanity, etc.
- When a student is referred to the office, an Office Referral Form must be completed and sent to the office. A copy of the ORF will be sent home to the parent and the teacher will receive a copy.
- Major infractions will result in an immediate Office Referral Form to include student meeting with an administrator, an investigation, re-teaching/correction, parent contact, and appropriate progressive discipline to include suspension or recommended expulsion according to the SUSD discipline handbook and Education Code. These documents are available at the main Selma Unified District office, the school office, or the Selma Unified School District Web Page. www.selmausd.org
- The administration will take responsibility to follow up on office referrals and make contact with the student's parent.

TEACHER AND CLASSIFIED YARD and DUTY RESPONSIBILITIES

- Separate and circulate in order to fulfill a threefold purpose (R.A.D.):
REASSURANCE – Be alert in case someone is injured or threatened with injury. When the students see that an adult is there, watching, they feel safe.
AFFIRMATION - Greet students and give encouragement to students by name. Students Thrive on personal recognition. Look for opportunities to hand out positive incentives.
DETERRENCE –Remind students to act safely and kindly.
- Enforce school and playground rules fairly and consistently. Ask students, "What is the rule?" Assign consequences to students who are not responding to verbal cues and reminders About proper behavior.
- Complete a Minor Referral to inform the classroom teacher of infractions that need follow-up.

- Refer students to the office when your attempts to correct a student's chronic misbehavior have not been successful or when an action by a student is determined to be severe. This includes disrespect to the teacher or aide, bullying, intimidation or harassment, violence against another student or school employee, gross vulgarity or profanity, etc. These are Major Referrals.
- Be positive. A "police" mentality will result in an "us vs. them" situation.
- Assume power by imposing penalties yourself. If you send students to the office for minor infractions, they will view you as powerless.
- Follow through. A frequent complaint of students is, "I told the yard-duty, but she (or he) didn't do anything". Children have a strong sense of justice. If they complain about another student, you should at least talk to the other student and give a warning. The offended student may be sent to get the offender for you.
- If playground expectations/rules are not met:
 1. Give a time-out for an appropriate time. Have student stay with you for a few minutes.
 2. Deny the use of misused equipment. Redirect to an alternate activity.
 3. Complete a Minor Referral and give it to the classroom teacher.
 4. Include a written statement or witness statement to the administration as needed.
- Some situations are more serious than others. The playground supervisor must make decisions based on the circumstances.
- Be prepared with resources daily. These include a whistle, Referral slips, incentives, working radio, and health gloves and gauze pad for emergency situations.

ADMINISTRATOR RESPONSIBILITIES

- Support teachers and supervisors in implementing their classroom/playground positive behavior plans.
- Communicate behavioral expectations and school and playground rules clearly to the students.
- Work with referred students to help them accept responsibility for their behavior and to respect the rights of others.
- Inform parents of school behavioral expectations through the parent handbook, articles in the school newsletter, and personal contacts.
- Provide school wide incentives for, and recognition of, good behavior.
- Suspend students from school when appropriate.

RULES: These are stated in negative terms and provide clarity to families.

The following are NOT permitted

1. Disrespect for adults or children.
2. Bullying.
3. Bad language.
4. Play or real fighting and dangerous games (such as tackling).
5. Throwing sticks, stones or sand.
6. Leaving the play zones or school campus without permission.
7. Climbing trees and fences.
8. Chewing gum or Littering. (All litter is to be disposed of in appropriate container.)
9. Playing behind buildings, in hallways, in bathrooms, or going beyond the yard 'play zones'.
10. Using water from sinks or drinking fountains for games.
11. Inappropriate use of school computers or the Internet connection.
12. Inappropriate clothing per the district dress code policy.
13. The following items may NOT be brought to school: (this is an incomplete list of examples)

- Toys, equipment, games, balls, radios, Game Boys, or other electronic equipment. The school cannot be responsible for any possessions that are lost or broken.
 - pets/animals of any kind (without prior teacher and administrative approval)
 - Dangerous implements such as pocketknives, matches, fireworks, toy or real guns, any controlled substance (including products containing tobacco or alcohol, etc.). These are all considered to be reasons for suspension.
 - Skateboards, skates or roller blades, roller shoes (Skateboards may not be ridden on any S.U.S.D. campus at any time.)
 - More than a small amount of pocket money. It can be lost or stolen
14. Students are allowed to have cell phones in their possession while in school. The cell phone Must always be turned off and in a backpack or out of sight during school hours. This includes before school, during recess, lunch and after school. Students who violate this policy will have their cell phones confiscated. A parent/guardian will be required to pick the cell phone from the office. Again, the school or district assumes no liability for lost or damaged cell phones as they are considered personal property.

PLAYGROUND RULES

The primary purpose of recess is to take care of personal needs and to play games according to school rules. Students should use the restroom and get a drink before play.

1. Know the school rules and play by the school rules.
2. Students use all play equipment in a safe, orderly, cooperative manner. Yard supervisor will stop activity if it is unsafe. All games are to remain "open" to others in the same grade and may not exceed safe numbers of students – usually 5-10 per team depending on the game. No groups of more than 5.
3. Students may play TOUCH football only, no pushing or tackling.
4. All disagreements must be resolved by the rules, playing paper-rock-scissors, or walking away.
5. Use equipment as they are intended. Balls must be kept off roof and walls. Do not kick ‘bouncy’ balls or volleyballs as they will pop. Bouncy balls are meant for 4-square or shooting baskets.
6. NO tag or chasing is allowed. It is not safe.
7. When the bell rings all students are to stop all activity. When the supervisor blows the whistle all students are to walk directly to line. All equipment and balls must be carried and not bounced.

PLAYGROUND EQUIPMENT RULES

1. No jumping from the top of the Jungle Gyms. Climb down.
2. The overhead ladder bars are one-way movement only, with children starting on the field side. They should form a single line and begin after the first climber is at least half way across the bars.
3. Children waiting for any equipment may count to 100 aloud. Upon reaching 100, the child on the equipment must give the next person a turn.
4. Students use jump ropes for jumping only.
5. Games that involve kicking of a ball should be played on the grass field and never on the concrete areas.
6. Trash is to be put in the proper receptacles. We appreciate when everyone works to keep our school clean.
7. Kindergarten equipment is to be used only by kindergarten and specific special needs students.

HALLWAY RULES

1. Always walk in the hallways.
2. When passing on-coming people keep to the right (like driving on a road).

3. Watch for opening doors. Walk around the painted half-circles by each door to avoid getting hit.

LUNCHTIME RULES

Lunch period should be a pleasant and relaxing time for all students. To make our cafeteria a pleasant place for everyone, Garfield School students follow these rules:

1. Students will go to the cafeteria with their class and be seated at tables with the assistance of their teacher.
2. The cue to stop talking and look/listen to an adult is "Give me 5". NO TALKING, Eyes on Speaker.
3. Students will exhibit appropriate behavior. They will use quiet level 1 voices and keep all food on their plates, bags, or in their mouths. They will chew with their mouths closed and use their napkins, to practice respectful eating behavior.
4. They will keep their eating areas clean.
5. Students will remain seated while they are eating.
6. They must raise their hand to be dismissed for the restroom or to access food or materials.
7. When students have finished eating, they should remain seated and wait to be excused by the supervisor, then throw away their trash and walk to the playground.
8. Students may take longer to eat, but may be asked to move to one area after most are dismissed.

Crosswalk Rules

At the beginning of the school year and upon return from Winter Break, students will be reminded of the crosswalk rules during an assembly.

- Before School a crossing guard will be on the corner of McCall and Tulare Streets to cross students on their way to school.
- After school a crossing guard will be on the corner of B Street and Tulare; as well as B Street and Arrants to cross students after school.

CONSEQUENCES & DOCUMENTATION

Minor Referrals (ORF)

A Minor Office Referral is used to inform the student, teacher, and parent of infractions that need follow-up.

- Completed by aide, supervisor, specialist teacher, classroom teacher, or administrator and given to the student's teacher.
- Classroom teacher maintains documentation of behavior.
- Consequences are administered by the student's teacher progressively, including consequences, parent contacts, specific informal behavior management incentive plan (Tier I.), referral to SST consultation/PBIS team, etc.

MAJOR REFERRAL (ORF)

A Major Office Referral Form is used to inform the administration of serious or chronic misbehavior.

- Completed by the teacher, aide, specialist, or administrator. It will be processed by administration.
- In cases where the student must be sent out of the room immediately a phone call to the office may precede the paper work. The completed form must be sent to the office.

- Consequences are administered by the administration in a progressive manner, i.e. parent contact with recess and/or lunch detention for up to two days, parent contact with recess and/or lunch detention for up to five days, parent contact with SST/PBIS team meeting scheduled to develop a Tier II-III behavior improvement plan, recess and lunch detention for up to five days, and possible suspension.
- Note: Teachers may ask the administration to counsel a student without it being considered a referral.

TEACHER'S LOG

Teachers will maintain a record of minor and major referrals/discipline issues, parent contacts, etc. as issues arise.

ADMINISTRATION'S LOG

The principal and program manager (administration) will maintain a record of referrals to the office and suspensions. A copy of all suspensions are sent to Pupil Services and recorded onto Aeries and SWIS.

BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment will not be tolerated. Bullying occurs when a student is intimidated by verbal or physical conduct or actions. Intimidation refers to actions that may cause fear, humiliation or injury. Harassment is verbal or physical conduct directed at someone's personal characteristics.

Victims should always tell the bully to "Stop" and use the hand signal. Then Talk or Walk to an Adult.

By-standers must do the same. Say "Stop" and use the hand signal. Then Talk or Walk to an Adult.

Students engaging in bullying, intimidation, or harassment will be referred to the administration immediately. Depending on the seriousness of the offence, students may be suspended from school or recommended for expulsion from the district. At the minimum, a student who bullies, intimidates or harasses others will be subject to the following:

- First offense: parent contact, and recess and lunch detention for up to two days.
- Second offense: parent contact and recess and lunch detention for up to five days.
- Third offense: intervention meeting with parents and student, behavior plan will be developed, recess and lunch detention for up to five days, and possible suspension.
- Subsequent offenses: suspension from one to five days.
- Serious repeat offenders will be recommended for expulsion from Selma Unified School District.

Garfield will use the research-based training program "**Expect Respect**" to train staff and students.

Selma Unified School District has also purchased the application 'Sprigeo' for students to report bullying and cyber-bullying. This app. can be used so students stay anonymous but can feel safe to report.

RECOGNITION

We have a school-wide system of rewards and recognition for students who chose positive behaviors and demonstrate academic achievement or improvement. Students may earn one or several based on teacher discretion. Our team offers a variety of incentives, recognition, awards, and privileges to students for both academic and social accomplishments.

- Garfield Staff will issue "Caught Being Good" tickets to students who exhibit especially good character. These slips are used in a drawing every 2nd and 4th Friday of the month, where students can win a prize. Staff will recognize students publicly for the positive choice(s) made.
- Teacher selected incentives, i.e. computer time, "free choice", etc.

- Positive Phone calls home by the teacher or principal
- An enjoyable, interesting, engaging and challenging learning experience. A “scholarly” attitude and behavior. Verbal Praise. Public Recognition. High Five. Thumbs-up. Team Points. Class Marbles.

Dress Code

Garfield students will be required to follow the Selma Unified Dress Code. Dress code violations are issued to students as necessary and parents are notified in writing via mail and parents may be contacted by phone. The Selma Unified Dress Code is as follows:

Some uniform regulations are necessary in order to maintain order, spirit, scholarship, pride and discipline in the operation of a school system. The Board of Trustees of the Selma Unified School District approved a revised dress code on 03/27/07 that authorizes school regulations which prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property;
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

A student violation of this policy is termed willful defiance of the valid authority of the school principal. The following regulation was revised on 03/27/07 to specify standards of dress and grooming:

A. APPAREL

All clothing shall be neat, clean and acceptable in repair and appearance sufficient to be worn within the bounds of decency, modesty and good taste as appropriate for school. Garments shall be sufficient to appropriately conceal undergarments at all times.

1. Revealing, formfitting or distracting tops and dresses cannot be worn. Tops and dresses must be modest in revealing the back and chest; for example, muscle shirts, halter tops, bare midriffs, or chests, see-through outfits, or off-the-shoulder blouses and shoulder straps less than 2" wide are not appropriate or acceptable.
2. Shorts, dresses, miniskirts and skorts are acceptable provided they are no shorter than mid-thigh, are hemmed, and are not form fitting.
3. All sportswear-type shorts, bike shorts (i.e., spandex, nylon), gym shorts, frayed shorts, or shorts with holes are unacceptable. Shorts may be worn for physical education activities and athletic practices, provided they conform to standard dress for those activities.
4. Shoes must be worn by all students and are required to have a back or strap that will secure the shoe to the foot. No steel-toed shoes or boots will be allowed.
5. Crude or vulgar printing, slander, slogans, symbols, designs, jewelry or pictures depicting tobacco, drugs, alcoholic beverages, illegal activities, or sexual suggestions are specifically prohibited. Any clothing reflecting gang affiliation is prohibited. Military, paramilitary, or camouflage attire may be worn only by students enrolled in the ROTC program.
6. For grades K-6, hats or caps may be worn on campus during the regular school day for health reasons or for warmth if a parental note is obtained or for special activities pre-approved by the site administrator. For grades 7-12, no hats, caps, or other types of head coverings may be worn during the regular school day, except for special activities pre-approved by the site administrator. For grades K-12, no hoods on jackets, sweaters, or sweatshirts may be worn.

7. Excessively saggy or loose-fitting clothing is not acceptable.
 - a. Pants and shorts are to be worn at the waist and conform to acceptable standards of appearance. Pants with an extra-long crotch, extending beyond mid-thigh, are not permitted. The bottom of the pant leg may not be excessively frayed or drag on the ground. Pants must be hemmed and not stapled, pinned or taped.
 - b. Shirts, coats, jackets, sweaters, and sweatshirts may not be excessively oversized and the body and arms shall not extend beyond the fingertips.
 - c. Clothing, jackets, backpacks, and other apparel depicting professional sports teams and colleges shall not be worn. In grades K-8, city team jerseys that meet the dress code, may be worn on Friday's during the season of that sport.
8. Overalls must be worn correctly with both straps fastened over the shoulders.
9. Articles of clothing, clothing styles, jewelry, or shoes which present a hazard to the health or safety of the student or to others in the school are not acceptable.
 - a. Dog chains, dog collars or the like, may not be worn.
 - b. Studded and sharp weapon-like accessories are not permitted.
 - c. No jewelry, which pierces the face, tongue, lip, nose or other body area, excepting the ears, will be allowed. Multiple piercing of the ears is acceptable. All jewelry must be removed when participating in sports or other physical activities.
 - d. Wallet chains are not permitted.

B. GROOMING

1. Haircuts or hair styles which feature unusual or extreme colors or shavings to the extent they are disruptive to the educational process, are not acceptable. At Garfield this includes mo-hawks and "fauxhawks" of any length.
2. Tattoos and hickey marks are not acceptable and must be covered at all times while the student is on the school grounds.
3. The Garfield Staff does not permit students to wear make-up or artificial nails in order to maintain the 'elementary' tone as well as a focus on academics, safety and good character.

C. GANG ACTIVITY

1. The wearing or displaying of "colors", tattoos, or a dress style that may relate to gang affiliation or the appearance of such, is prohibited.
2. For the safety of our students at Garfield, students may wear red, blue, or Colored clothing that could be considered gang related no more than: 2 times per week.

D. GENERAL APPLICATION

1. The District will rely on the opinion of the site administrator as to when student behavior or dress has created a disruptive influence to the learning process, is detrimental to a positive school environment, is counter to providing a safe and orderly campus, and/or is in violation of any portion of the foregoing regulation.
 2. When students are attending school-sponsored, public events, sections of the dress code relating to modesty and gang activity will be in effect. Hats are acceptable.
- PPS-141.A - Revised 03/27/07 TW:su

CONSEQUENCES

1. Warning to student, dress code violation warning letter and phone call home
2. Dress code violation, parent contact, and detention OR
3. When appropriate: Gang letter, parent contact, and detention

4. When appropriate: Gang letter, parent contact, and detention
5. Warning to student, dress code violation warning letter and phone call home
6. Dress code violation, parent contact, and detention

DRESS GUIDELINES: STUDENTS

- Students are to follow the Selma Unified Dress Code. Infractions of the dress code will result in parent contact and a dress code violation, as well as additional consequences in alignment with our school-wide discipline plan. **It is crucial that everyone is consistent in enforcing the dress code.**
- Shoes must be worn by all students and are required to have a back or a strap that will secure the shoe to the foot.
- The wearing of make-up or artificial nails creates a disruptive influence to the learning process. In order to maintain the 'elementary' tone as well as a focus on academics and good character, the wearing of make-up or artificial nails is not permitted.
- Haircuts or hairstyles which feature unusual or extreme colors or shavings are not acceptable. This includes any student wearing a "faux hawk".
- Students are not to wear professional team logos. If they play on a local city team they may wear their jersey during the season in which that sport is played. Students are also not to wear any clothing or shirts with logos that are gang related.
- The wearing or displaying of "colors," tattoos, or a dress style that may relate to gang affiliation, or the appearance of such, is prohibited. Students may wear red, blue, white or: colored clothing that may be considered gang related once per week and may not wear these items on consecutive days.

Policies Relating to Suspension, Expulsion, and

Mandatory Expulsion

Board Policies 5144.1 and 5144.2 explicitly and thoroughly describe occasions for suspension, expulsion, and mandatory expulsion and includes policies and procedures for district employees to follow.

Specific reasons for suspension have been listed on the district-approved Report of Suspension form.

The principal, principal's designee, the Superintendent, or his/her designee may recommend expulsion for any offense noted in Education Code 48900 if other means of correction have repeatedly failed to bring about proper conduct or if the presence of the student causes a continuing danger to the physical safety of the student or others.

The following offenses require immediate suspension, followed by an immediate recommendation for expulsion and a subsequent mandatory expulsion:

- A student was in possession of a firearm, or furnished a firearm, at school or at an off-campus school activity. The length of the expulsion will be for at least one year.
- A student brandished a knife at a person.
- A student sold any controlled substance listed in the Health and Safety Code 11053-11058.
- A student committed or attempted to commit a sexual assault or battery.

Procedures for Safe Ingress and Egress

BEFORE SCHOOL

Students may not enter the school campus before 7:30 AM, as there is no supervision until that time. The school office opens at 7:30 AM to meet parent and student needs. Most students walk to school or are dropped off by parents. Prior to 7:45 AM each morning, students may only enter the campus through the main entrance on B Street. Students then report directly to the cafeteria. At 7:45 AM the north and south gates to the campus are opened to allow students to come directly on to the playground. At 8:15 AM each morning those gates are locked again so that all visitors to the campus must enter through the main entrance and report to the office.

AFTER SCHOOL

Most Garfield students walk home or are picked up by parents. All teachers walk their students to the front of the school before dismissing. Students riding the bus report to the front of the school to wait for the bus. All students being picked up report to the north side of the front lawn, where the crosswalk supervisor at B and Tulare Streets supervises them. Another crossing guard is stationed at the corner of B and Arrant Streets to assist students crossing at this south campus corner. An additional crossing guard is located on the corner of Tulare and McCall to assist students across this busy intersection. A painted loading and unloading zone is in place along the north side of the campus.

Parents are not to leave their car parked in this area before or after school. When school is out, students must be picked up promptly or go straight home.

Students may not stay on the campus without parent permission and appropriate adult supervision. If brothers, sisters, or friends are staying for sports, study hall, or any other after school activity, the sibling must still go home. Students found violating this rule will be issued a green yard referral slip. Parents who habitually neglect to pick their children up in a timely manner may be reported to Child Protective Services. In the event of an emergency, parents are asked to notify the office prior to 1:45 p.m. if they will not be able to pick up your child on time.

Notifying Teachers of Dangerous Students

Prior to the beginning of each school year, the site administrator receives from the Pupil Services Department a three-year report of all suspensions that occurred within the district. The student's name, most recent school, the offense, and date of the offense are listed on the report. The site administrator disseminates this information to teachers prior to the beginning of each school year.

Occasionally, a student will be detained through the Juvenile Court system for a criminal offense not associated with the school or the district. The Juvenile Court notifies the Pupil Services Department of any students who are exiting their system and returning to the Selma Unified School District. This information is also provided on the three-year report or suspensions.

For students coming into the district, the school site secretary makes every effort to expedite the process of obtaining cumulative records in order to verify previous disciplinary actions. If violent or dangerous behavior is suspected, the teacher or site administrator may call previous teachers and/or administrators to gather additional information about a student. Local law enforcement agencies may be enlisted to help research any prior criminal activity.

Prohibition of Sexual Harassment

Sexual harassment of certificated, classified, and administrative personnel, as well as students, is prohibited by Board Policies 4119.11, 4219.11, 4319.11, and 5145.7, respectively.

Procedures for Reporting Hate Crimes

Students are instructed to report any verbal or physical abuse that originates from the dislike of another person, or group of people, based on race, ethnicity, religion, gender, or sexual preference.

Students will report any incidents of verbal or physical assaults to any school employee on campus. The school employee will immediately notify the site administrator, who will take appropriate action based upon investigation and evidence.

Punishment for hate crimes are covered on the existing Report of Suspension forms (Attachment A) under Education Code 48900, subsections (a-1), (a-2), (k), and (q).

Transportation:

Most Garfield students are transported to the school by their parents. However a small percentage of students are transported by bus. Bus rules are provided to all students at the beginning of each school year. A safety orientation is given at the start of each field trip. Any violation of bus discipline results in students being warned and a written notice being sent to parents by the bus driver. The school principal is notified of the violation so that additional emphasis on bus safety can be given to the student. Continued violations could result in the student being suspended from the bus for varying time periods. In the afternoons, the teachers walk their students to the bus. A bus evacuation drill is scheduled each year where students are given a safety orientation and practice evacuating the bus.

Adult Staffing:

The staff members at Garfield are: a principal, 10 full-time regular education classroom teachers, 1 full-time literacy coach, 1 full-time resource specialist/Response to Intervention (RTI) teacher, an intervention teacher, a part time speech/language teacher, a part-time school psychologist, a library clerk, two part time kitchen employees, 1 school secretary, 1 part time resource assistant, 2 instructional aides (funded through either state or federal programs or special education), 3 part time campus aides, and 1 school custodian. The instructional aides are assigned to Kindergarten for a designated period of time each day or to the special education programs. The campus aides assist with cafeteria and yard supervision.

School Schedule and Safe Practices:

Primary and upper grades have split lunch schedules. This separation of grades promotes safety for younger students. Regular fire drills are scheduled and are monitored by the school principal. Campus supervision begins at 7:30 am when breakfast is served. All students arriving before 7:45 am report to the cafeteria where the breakfast supervisor provides supervision. Walkie-talkies are used for communication to the front office by yard supervision, custodian, office secretary and principal.

The Safe Classroom:

- Limit the number of items posted on windows.
- Keep aisles clear of student backpacks and bags for safe and speedy evacuations.
- Set the tone. Insist that students take disaster drills seriously.
- Put confidential student health information in an accessible area (for the teacher) for easy retrieval in an emergency.
- Post the classroom evacuation and emergency chart in a prominent area.
- Keep the extension phone number for the health office close to the phone.
- Keep clutter to a minimum.
- Familiarize yourself with location of nearest fire extinguisher and its proper use.
- Consider keeping a battery operated radio, flashlight, and whistle in your classroom or office.
- Seat students with mobility impairment close to the exit.

Curriculum:

Curriculum and special programs are designed and modified to address issues relevant to identified student needs (e.g. gangs, drugs, family structures). Students and the community support Red Ribbon Week. The p.e. teacher supervises the P.E. program and the correct use of playground equipment. The school conducts activities emphasizing the important aspects of character education, including classroom lessons and the Student of the Month program. Positive Behavior Supports is utilized by the district.

Garfield School

Appendices- Staff List 18-19

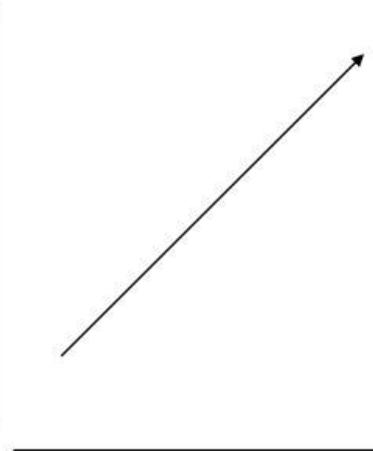
Staff Member	Position	Location
Monica Chapa	Principal	Main Office

April Baca	Program Manager	Main Office
Regina Guzman	Kindergarten Teacher	Room 1
Rosenda Ibanez	Kindergarten BIA	Room 1
Yvette Huante	1 st Grade Teacher	Room 2
Amanda Balakian	2 nd Grade Teacher	Room 3
Cheryl Allen	2 nd Grade Teacher	Room 4
Maari Nesper	1 st Grade Teacher	Room 5
Erica Cano	Nurse	Nurses Office
Hsini Wang	Nurse	Nurses Office
Kristi Mulligan	Teacher Librarian	Library
Veronica Esparza	Library Technician	Library
Barbara Frenes	Secretary	Main Office
Barbara Chabolla	Program Manager Assistant	Main Office
Virginia Vargas	3 rd Grade Teacher	Room 6
Steve Petersen	3 rd Grade Teacher	Room 7
Katie Hardy	4 th Grade Teacher	Room 8
Victoria Riano	5 th Grade Teacher	Room 9
Heather Alves	6 th Grade Teacher	Room 10
Tamara West	School Psychologist	Room 11
Diana Baruti	Intervention Teacher	Room 13
Amy Holland	RSP Teacher	Room 12
Rosie Saldate	RSP Aide	Room 12
Holly Charpentier	Speech	Room 11
Lucas Garza	PE Teacher	District
Tina Arrequin	Custodian	Cafeteria
Kristy Rangel	District Psychologist	District
Sarah Vasquez	Aide	
Veronica Cayetano	Aide	
Falicia Cendejas	PBI Aide	Room B (next to kitchen)

Cement top and playground areas

James A. Garfield Elementary School
Evacuation Map
2017-2018

Veronica Esparza
and Kristi Mulligan
Library



Cafeteria

Boys Bathroom

Girls Bathroom

Procedures:

1. Teachers are to have students immediately leave the classrooms or yard and proceed to the west fence, line up near your labeled room number.
2. Students are to walk out quickly and quietly in a single file line if possible, or quietly and controlled if reporting during an unstructured time block.
3. Classroom doors are to be unlocked and the classroom door closed. Teachers are to take rosters/safety folders with them and report the number of students present to the secretary.
4. For drills, 1 long bell will sound for safe return to classrooms.
5. In the event that the school needs to evacuate, we will evacuate at Arrants street to SUSD transportation, located at 1100 Valley View.

Kitchen Office Storage

Diana Baruti
Intervention
Rm. 13

Amy Holland, RSP
Rm. 12

Holly Charpentier
Speech/
Tamara West/psych
Rm. 11

Ms. Alves
Room 10
6th Grade

Miss Riano
Room 9
5th Grade

Mrs. Hardy
Room 8
4th Grade

Mr. Petersen
Room 7
3rd Grade

Ms. Vargas
Room 6
3rd Grade

Admin.

Office

Tech
Class

Staff

Mrs. Nesper
Room 5
1st Grade

Mrs. Allen
Room 4
2nd Grade

Miss Balakian
Room 3
2nd Grade

Mrs. Baisa-Huante
Room 2
1st Grade

Miss Guzman
Room 1
Kindergarten

"B" St. Main Entrance