

# **2015-2016 Safe School Plan**



## **Wilson Elementary School**

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Selma, CA 93662  
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**Selma Unified School District**

### **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.

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# Wilson School Safety 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 safety, 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.
- Conflict Resolution model in each classroom.

## Physical Plant

Woodrow Wilson Elementary School, a kindergarten through sixth grade school, is located at the corner of Stillman and Dockery in the city of Selma. Wilson School is located in a residential area within the city limits. The perimeter of the school is bordered by city streets on the north and east sides, a city baseball diamond on the southwest side, a preschool and additional parking on the northwest side, and a Catholic church on the south side. Visibilities to all areas of the school are excellent. A fence encloses the campus to limit accessibility to the campus and improve safety of the campus. To control traffic congestion in front of the school, we enforce drop-off/pick-up procedures. The bus zone is located on Dockery Street. Walkers cross at the crosswalk in front of the main office, where a ramp and flashing crosswalk sign were installed in the Fall of 2013. Students are escorted by an identified crossing guard. Students picked up by parents wait behind a fenced area that is supervised by a teacher while another teacher outside the fence helps to load students into vehicles.

We monitor these locations and provide a schedule where adults supervise students during high traffic periods of the day. Selma Police Department also randomly monitors traffic during before and after school hours. The school provides a safe and secure environment in which learning can occur.

Wilson School has 440 students to date. It is one of the 8 elementary schools within Selma Unified School District, which is also home to one middle school, a high school, and a continuation school. Presently the campus contains 18 classrooms, a library, and various offices housing the following programs: RSP, Speech, Psychologist, Mental Health Clinicians, Reading Intervention, New Comers, PBI Aide, and Peaceful Playgrounds.

Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. Experts suggest that school officials can enhance physical safety by:

- Supervising access to the building and grounds.
- Reducing class and school size.
- Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.
- Arranging supervision at critical times and having a plan to deploy supervisory staff to areas where incidents are likely to occur.
- Conducting a site safety visit with District Office experts.
- Having adults visibly present.
- Monitoring the surrounding school grounds.

### **Super Vision**

On a daily basis, the early morning custodian will do a perimeter check before school and the evening custodian will do a perimeter check of school grounds after school. The evening custodian will also make sure all doors are locked and all alarmed areas are alarmed.

#### **Responsibilities of Perimeter Check:**

- Check the school for vandalism, such as: graffiti, broken windows, tampered doors, broken locks, inappropriate items, hazardous items, or anything that seems suspicious.
- Open and or lock gates as necessary.

#### **Protocol:**

The custodian will call maintenance or put in a work order request as necessary and bring it to the attention of administration.

## **School Condition**

A Site Survey is completed each year in March that identifies the need for major maintenance and repairs. Currently, California schools are inspected by the state in compliance of the *Williams Act* every year. Findings from the last Williams Act Facility Review in August 2009 demonstrated no emergency insufficiencies. The interior was painted during the summer of the 1998 school year. The interior of the cafeteria was painted during the summer of 2006. The district food service painted the west wall in 2012-2013, to add color for the students. The custodian can handle minor maintenance. Non-critical maintenance is reported through work requests submitted to the district office. An electronic file of all work requests is maintained at the site level. In 2014, all classroom door locks were replaced with door handles that can lock from the interior of the room. The school has complete fencing on all sides. A cross walk was put in at the corner of Dockery and Stillman at the request of the staff. Trees on campus are maintained by the grounds department to prevent dead limbs from causing a hazard to students. The classroom teachers, custodians, Program Manager, and the Principal monitor all classrooms for potential safety hazards.

## **Playground Equipment & Grounds**

Playground equipment is inspected on a yearly basis and routinely by the principal or designee to ensure it is in good condition. Doors have safety opening zones painted on the sidewalk and unusually tall steps are painted with a yellow safety stripe. 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. One cafeteria supervisor is on duty from 7:30 A.M. to 8:10 A.M. every morning. Two yard duty supervisors are available from 7:45 A.M. until 8:10 A.M. when school starts. Teachers are on duty during morning recess and 3 yard supervisors are on duty during lunch. Teachers cover afternoon bus duty and parent pickup duty. A crossing guard also supervises students in front of the campus. Walkie-talkies are used for communication to the front office.

**\*SEE ATTACHED DOCUMENTS IN APPENDIX FOR SUPERVISION SCHEDULES AND MAPS**

## **Security & Lighting**

Campus security is coordinated with local law enforcement agencies. The administration office, the cafeteria, and the computer lab are wired to an alarm system. There is adequate campus lighting for evening events. New lighting was added to the far south wing and near the front office in the Fall of 2013. The parking lot has exterior lighting that remains on during hours of darkness. Entry & exterior hallway lighting operates on a timer to provide lighted access for the cooks and custodian who arrive early. 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 person on campus. Walkie-talkies are used by yard supervision to communicate with the front office and a megaphone is available to supervisors for increased communication as necessary.

## **Fire Safety**

The school conducts monthly fire drills that are both announced and unannounced in a variety of settings (i.e. from the classroom, during recess, etc.). All students are able to evacuate to safe areas in less than 3 minutes. There are fire extinguishers in strategic locations around school. Rooms containing extinguishers are marked with signs on the inside and outside of the door. A fire alarm pull is located in the main office and the current fire alarm system was installed during the 2010-11 school year. The system is not connected to the fire department. Flammable liquids are stored in the storage container or in approved containers. No flammable liquids are stored near heaters.

Students and Staff follow the procedures listed below:

1. A fire alarm or succession of ringing bells will indicate a fire drill.
2. Students are to move out of the buildings in an orderly fashion and report directly to the designated area, located on the south field at the common fence behind the Catholic Church. Students line up by classroom number.
3. Each teacher is to be the last one out of the classroom. Lights should be turned off, doors left unlocked, and then closed. Teachers should have their Student Accounting Sheet, student roster and grade books with them.
4. Students are to remain together as a group until further notice or directions are given. The teacher is responsible for his/her students throughout the duration of the fire drill.
5. The school secretary gathers Student Accounting Sheets from all teachers to account for all students, teachers, staff members, and guests. All sign-in sheets from the front office accounting for all visitors who may be on campus are maintained by the secretary during the evacuation.
6. Once all areas have been cleared by site administration, a long bell releases all staff to resume regular routines.

## **Disaster Procedures**

The school conducts disaster drills every trimester, which includes review and practice of disaster routine procedures. All students, including students with disabilities and all staff members, participate in routine drills. Procedures for various types of disaster drills are described in this plan, including the following: Lockdown Emergency, Evacuation, Facility Alert, Earthquake, Tornado, Thunderstorm/Lightning, Rolling Blackout/Power outage, and Bomb threat/Explosion drills.

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 Wilson 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 school principal and the assistant superintendent of business and support services will be the liaisons 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.

### **Pesticide or Other Toxic Substances**

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. library, cafeteria, computer lab). Teachers should communicate their locations to the School Administrator, using the electronic Google Document, PA system/telephone 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.

## **Air Quality Plan**

Wilson School receives information regarding air quality via an email subscription to Daily Air Quality Forecast. We participate in the Air Quality Flag Program, a partnership between the San Joaquin Air Pollution Control District and asthma coalitions and other non-government agencies. The goal of the program is educate all stakeholders on the quality of the air in a very public way, to proactively protect from air pollution exposure. The flags are posted at the front office flag pole.

- 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.

On poor air quality days, the principal or designee modifies or cancels physical education and/or sports practices. Modifications may include changing from running to walking exercise during practice with water breaks every 10-15 minutes as needed. On sports game days, the decision to cancel a game is made by the site principals/designees of participating schools. During the school day, modified recesses are similar to a rainy day recess schedule or other modifications are made.

## **Vandalism**

The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately. Acts of vandalism are reported to the district office and to the Selma Police Department. Parents are liable for the cost of repairs caused by their children.

## **Assessing School Crime**

Prior to the 2004-2005 school year, Selma Unified School District participated in the California Safe Schools Assessment program. Pertinent data regarding school crime was collected at each school site on a monthly basis and submitted to the California Department of Education (CDE). The CDE revised its policies for collecting data on school crime in order to align their mandates with the federal legislation in the *No Child Left Behind* act. New policies and procedures were completed by CDE in March 2003. The new information was disseminated to the school district. It has been implemented at the school site.

While the CDE revised its policies, the school site and district office still maintain all records of suspension. 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

## **Guidelines for Professionals on Campus**

### **Off-site Mental Health Professionals or Social Workers:**

In the case that a student is referred out to an off-site mental health professional or a social worker needs to meet with a student, the following protocol is followed:

- Office staff will make a copy of the professional's badge and stamp it with the date. The name of the student, teacher, room number, time in and time out will also be documented on this copy.
- The individual will be asked to sign in and fill out a visitor's pass
- The student will be called out of class
- The professional and the student will be directed to a location where they can have a private conversation

### **On-site Mental Health Professionals:**

When a parent, teacher, or administrator wants to refer a student to one of the mental health specialists on site, the following protocol will be followed:

Step 1-Initial concern by teacher/caregiver/students

Step 2-Initial pre-referral form submitted to student study team or point of contact (school psychologist)

Step 3-Team reviews pre-referral form and additional data (Team identifies site level of care)

Step 3a-Site team matches level of care

Step 4-Site level of care for 3-6 weeks with progress monitoring (If student's individual needs are not met)

Step 3a-revisited if needed

Step 5-Mental health referral to SUSD mental health clinician with documented interventions

**\*SEE ATTACHED DOCUMENT IN APPENDIX FOR THREAT ASSESSMENT PROCEDURES**

### **Police Officers:**

If a police officer arrives on site wishing to speak with a student, the following protocol will be followed:

- Office staff will inform administration so that they may speak to the officer in regard to their visit
- The student will be called out of class
- The officer, the student, and the administrator will go into a location where they can have a private conversation

## **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 on child abuse reporting in their new teacher handbooks.

Every year, all certificated and classified staff view a video on Mandated Reporting Training video within the first 30 days of school. Once they are done with the video, each person takes a quiz and receives a certificate to be turned in as proof that they did the training.

**If a staff member becomes aware of a situation with a student that would fall under the guidelines for mandated reporting, the school/employee will follow the district's protocol listed below:**

1. Call Selma Police Department @ 896-2525 to report the alleged incident. At Selma High School and Abraham Lincoln Middle School, contact on-site School Resource Officer immediately.
2. **Call Child Protective Services (CPS) at 255-8320.** Please make sure to write down the name of the person you spoke to and any case/reference number you are given.
3. Fill out and fax the reporting form to Child Protective Services @ 266-2463. This must be done within 36 hours of when you first became aware of the alleged incident.

### **Administrative Suggestions**

1. If a teacher or staff member reports an alleged incident to administration, it does not relieve the employee of actually reporting the incident since the employee has first-hand knowledge of reported incident. Notify the employee of this responsibility, and offer any assistance that you can give them.
2. If a teacher or staff member is reporting the alleged incident, ask the employee if he/she needs help or support in reporting. This way, it can be verified that all reporting is done correctly and within the allotted timeframes.
3. Verify that a completed report has been faxed to Child Protective Services within 36 hours of when you first became aware of the alleged incident and keep a copy of the completed report at the main office for verification purposes.

## **Chain of Command in a Crisis Situation**

Principal  
Program Manager  
Administrative Designee  
Assistant Superintendent of Instruction and Personnel

## **The Crisis Management Team**

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

1. Alicia Gonzalez, Principal-school main entrance, north/east campus
2. Patricia Gonzalez-Roberts, Program Manager-school yard, south campus
3. Albert Marquez, Custodian -cafeteria/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 ACTIONS**

- The crisis or disturbance is confined to one area and without threat to students or staff.
- 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 Rachel had another epileptic seizure..."
4. Do not allow students to use the phone or leave the room.

### **LEVEL 2 ACTIONS**

- The disturbance is mobile and/or poses a direct threat to students or staff.
- The school would remain open, but school officials would isolate the activity or crisis area, detain individuals involved, and terminate the threat of escalation.
- 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 of 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**

- The disturbance prevents regular school operations to continue.
- There are serious threats to student and staff safety, and the situation is no longer within the school's control.
- School would be closed.
- The crisis management team would request police assistance.
- Responsibility for controlling the crisis would shift from the administration to the police officials.
- 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.

### **COPsync911 Computer Application**

The District recently purchased a service called COPsync911 that enables classroom personnel as well as office staff to contact the five closest police officers directly from their computers in the case of a person with a weapon is on campus. When activated, anyone with the COPsync911 application on their computer or mobile device can contact and communicate directly with law enforcement in order to more quickly locate and subdue a person with a weapon.

School employees will click on the COP sync icon and use the keyboard to tell police officers the location of the intruder. Officers will have maps of each school so they will know the best route to your location. COPsync's representatives state that using COPsync rather than calling 911 can save five minutes or more on the response time of law enforcement.

Another benefit is that when one person on campus activates the COPsync icon, the communication box pops up on every employee computer on site. That way, everyone knows what's happening immediately and, if the intruder is moving to different areas on campus, others can provide updated information to officers.

## **CODE YELLOW: Facility Alert**

### **STAY AT CURRENT LOCATION UNTIL INSTRUCTIONS ARE GIVEN.**

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, tornados, gas leaks, plane crash, etc.*

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

#### **While outside the classroom or office:**

- Stay at your current location until instructions are given.
- All faculty members assist with moving students away from specified areas.

#### **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. Restroom use will be determined by the type of Facility Alert and will be supervised by an adult.
- Take roll. Notify school office of any missing students. Keep roll information with you at all times.
- Do not allow students to leave the classroom.
- Leave doors unlocked, unless otherwise instructed.
- Listen closely for “all-call” messages and check e-mail frequently for additional directions from site administrators.
- Wait for further instruction.

#### **Earthquakes:**

##### ***Preparations***

- Practice 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 earthquake 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.
- Follow appropriate bullets under “While inside and outside the classroom or office” under the CODE YELLOW: Facility Alert section.

### ***After an Earthquake***

- Follow procedures under CODE GREEN: EVACUATION.

## **Tornado:**

***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***

- Follow procedures under CODE GREEN: Evacuation

## **Thunderstorms/Lightning:**

***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 safe shelter immediately.
- Listen to a battery operated radio 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.
- 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 & 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.

## **Flooding:**

- Stay at your current location until instructions are given.
- If instructed to move to another location, all faculty members will assist with moving students away from the specified areas.
- Listen closely for “all-call” messages and check e-mail frequently for additional directions from site administrators.
- Wait for further instruction.

## **CODE BLUE: Lock Down Emergency Procedures**

A lockdown is called when there is the **existence of an immediate, serious threat against students or faculty of a school**. They 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.

**In the event of a CODE BLUE Lock down: Call the Police, notify the office (in that order)**

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

**Announcement:** The crisis team will tell you which part of the campus to avoid in the initial announcement:

*“Attention students and staff.  
We are currently containing an  
Emergency Lockdown crisis.  
Do not enter \_\_\_ part of the campus. I repeat....”*

**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, cafeteria, library and office.)
- Once inside, follow “While inside classroom or office” instructions.

**While inside the classroom or office:**

- Remain in 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 using the electronic Google document. Make note 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 the form on the back of the Emergency Procedures flipchart.
- Do not allow students to leave the classroom or use their cell phones or school phone.
- Render first aid as needed.
- Open doors only to law enforcement personnel, school administrators, or students/staff seeking safety if you can safely identify the individual.
- 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 Wilson School in Selma.” Then clearly explain your situation.
- Wait for further instructions via email or the telephone system.

**Parent Notification:** Parents are notified of situation and procedures for parent access to students via NTI system.

## **CODE GREEN: Evacuation**

### **IMMEDIATELY EVACUATE BUILDINGS AND PROCEED TO DESIGNATED SAFE AREAS**

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, a bomb threat**, 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 except a bomb threat, the school bell will ring repeatedly, interspersed with all-call announcement: “Evacuate Facility.”

**Bomb threat Alarm:** No alarm will sound. Listen for an all-call announcement and/or read e-mail with specific instructions to evacuate.

#### **While outside the classroom or office:**

- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this/these site(s) include: the field at the common fence behind the Catholic Church as a priority. The alternate location will be the west basketball courts.
- Use common sense, if smoke or fire blocks evacuation route, move around obstacle.
- Clear hallways, library, multipurpose room, bathrooms and other non-classroom facilities.
- Once in safe area, follow “While inside classroom or office” instructions, beginning with the fifth bullet.

#### **While inside the classroom or office:**

- If time permits, be sure to take accurate roll using manual form before leaving the classroom.
- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this/these site(s) include: the field at the common fence behind the Catholic Church as a priority. The alternate location will be the west basketball courts.
- Take manual roll sheet and Emergency Procedures guide with you when evacuating 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 class (see evacuation map.)
- Take roll again. Report any missing students or staff to designated school personnel using the form on back of the SUSD Emergency Procedures flipchart or student accountability sheet. At Wilson School, missing students, staff, or guests should be reported to the principal or program managers on the accountability report.
- Do not allow students to leave or to make phone calls.
- Wait for further instruction.

**Responsibility of Staff Near the Aftermath of an Actual Disaster:**

- Check immediate area for injured students and staff.
- Notify the office of injuries and potentially hazardous structural damage in your area.
- Stay aware of your surroundings: broken glass, chemical spills, structural damage, gas leaks.
- Evacuate students.
- Once in a safe area, follow “While inside classroom or office” instructions, beginning with the fifth bullet.

**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.

## **CODE BLACK: Rolling Blackout/Power Outage**

### **REMAIN IN YOUR ROOM AND CONTINUE DUTIES AS ABLE.**

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. *Note: the all-call system has a two-hour battery back-up that allows for calls within the school, but not out-going calls.*

### **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: the 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.

## **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 is as follows:**

- 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 are:**

• Cool, moist, pale or flushed skin	• Headache, dizziness
• Heavy sweating	• Nausea, vomiting

**Treatment for heat exhaustion is as follows:**

- 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. **The warning signs are:**

• Hot, red skin	• Rapid, weak pulse
• Changes in consciousness	• Body temperature as high as 105°

**Treatment for heat stroke is as follows:**

- 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.

## **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.
- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this/these site(s) include: the west basketball courts as a priority. The alternate location will be the field at the common fence behind the Catholic church.
- 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, and 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 GREEN 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, if possible.
- 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.

The Disaster Supply Kit is located in the nurse's office (main office).

### **Disaster Kit Checklist:**

- First Aid kit (office)
- Copy of the Safe School plan (Every employee)
- 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

Classrooms that house first aid backpack kits include rooms 2, 10, 17, 11, 20.

\*The teachers or assigned students from each of the classrooms mentioned above will wear a bright orange vest to indicate that they have the first aid backpack kit.

## *ELEMENTS OF AN EFFECTIVE SCHOOL*

### **Student and Staff Behavior Training and Prevention**

Wilson School provides student and staff training to promote development of a positive school climate, safety, respect for diversity, personal and social responsibility, effective interpersonal and communication skills, and conflict resolution skills. Student and staff training topics stem from Wilson School's participation in Positive Behavior and Intervention and Supports (PBIS) framework training, which is a research-based response to intervention framework for behavioral/emotional wellness and needs.

Training for students occurs in the classroom and during lunch hour quick chats, student/administration conferences, monthly character awards assemblies, and at periodic, ongoing scheduled trainings/assemblies on topics such as school-wide expectations, safe and drug-free schools, bullying, cyberbullying, conflict resolution, etc. Staff training has included a 3 year PBIS training for the PBIS team. The team trained the entire staff on full implementation of the PBIS model, including implementation of school-wide expectations, use of office referral forms, issuance of reward tickets for exemplar behavior, celebration PAW parties for appropriate student behavior, student and staff surveys, etc. Training also included tiered interventions for Tier I, Tier II, and Tier III behavior needs. Wilson continues to provide staff development and ongoing training for staff and students.

The PBIS approved curriculum used at the classroom level and school levels include the research based district adopted Positive Action curriculum and Expect Respect. Staff supervisors are also trained with a PBIS-approved, research-based training program titled Systematic Supervision. Components from the Character Counts! Program taught include the six character pillars: Citizenship, Responsibility, Respect, Trustworthiness, Caring, and Fairness.

## **Home & School Connection**

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 chances that the child will benefit from 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.

Parents have many opportunities to participate in decision-making and provide input for Wilson programs. Volunteer forms go home with students the first week of school. Parents are invited to serve as classroom volunteers, in addition to assisting with fieldtrips. Parents are invited to nominate themselves or other parents for our School Site Council and English Learner Advisory Committee, both of which parent representatives are voted into office by parents.

Every year we contract out with a company that can provide professional development for our Wilson parents. Currently the Fresno County Office of Education (FCOE) is providing a series of parent trainings free of charge to parents that are offered in Spanish and English.

The Wilson Parent Teacher Club (PTC) is another opportunity for parents to engage in active school-based fundraisers, movie nights, the school carnival, the Selma Band Review, and various events. Parents are invited annually to Back to School Night, Open House, Pastries for Parents, Valentine's Dance, Volunteer Appreciation, Spelling Bee, History Day, Sporting events, and many more activities.

Parents provide informal feedback throughout the year to teachers and administration, and a formal Parent Survey is sent out each Spring, providing an opportunity for parents to provide feedback about Wilson School. We encourage parents to take advantage of the various opportunities they have to improve and support Wilson.

## **Wilson Wildcat 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 Behavior Intervention and Supports 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 BEHAVIOR INTERVENTIONS AND SUPPORTS(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 Wilson 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.

### ***The WILSON WAY! (RULES/Expectations)***

- Wilson has adopted a unified set of school expectations (rules). These rules define our expectations for behavior at Wilson. You will see expectations posted throughout the school. Students will be explicitly taught these expectations.

**Be SAFE, Be RESPONSIBLE, Be RESPECTFUL**



# Woodrow Wilson's Expectations 2015-2016



	<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
<b>Playground</b>	<ul style="list-style-type: none"> <li>🐾 Keep hands and feet to self</li> <li>🐾 Report unresolved problems to teacher on duty right away</li> <li>🐾 Walk on concrete</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Know the Rules</li> <li>🐾 Play the Rules</li> <li>🐾 Talk-rock-walk</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Freeze, melt, walk to line</li> <li>🐾 Stay within play area boundaries</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>🐾 Use a pass to go to the restroom</li> <li>🐾 Sit on bottom with legs under table</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use a level 1 voice</li> <li>🐾 Keep your area clean</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Before school sit at your grade level table</li> <li>🐾 Sit in ABC order</li> </ul>
<b>Pick-up</b>	<ul style="list-style-type: none"> <li>🐾 Walk to your ride from the front gate</li> <li>🐾 Take a pass to the restroom</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Walk to the tree area</li> <li>🐾 Sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Watch for your ride</li> <li>🐾 Have things ready to go</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>🐾 Walk when entering and exiting</li> <li>🐾 Use a PAW Pass</li> <li>🐾 Water is for washing hands only</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use a level 1 voice</li> <li>🐾 Put trash in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use the restroom before the bell</li> <li>🐾 Wash your hands with soap</li> <li>🐾 Report problems immediately</li> </ul>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>🐾 Walk on walking line</li> <li>🐾 Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Straight line in ABC order</li> <li>🐾 Use a Level 0 Voice</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use a hall pass</li> <li>🐾 Walk quick, fast, and silent</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>🐾 Keep hands and feet to self</li> <li>🐾 Use shelf place-holders correctly</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Use a level 0-1 voice</li> </ul>	<ul style="list-style-type: none"> <li>🐾 Put unwanted books where you found them</li> <li>🐾 Pick a book, sit and read silently</li> </ul>

## ***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 safe, responsible, and respectful.
- 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, 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 safe, responsible, respectful
- 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 PBS and school wide card system with fidelity.

<b>TEACHER RESPONSIBILITIES</b> (continued)
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**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 a classroom expectation matrix that focuses 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. Students must be in alphabetical order. Exceptions should be addressed with the principal.
- Monitor your class at daily dismissal.
- Teachers greet students at the door before morning recess and pick them up promptly at the conclusion of the mid-morning and lunch recesses.
- Be sure your class maintains appropriate behavior, i.e., orderly lines, no talking.

**ASSEMBLIES**

- Remind your students of appropriate assembly behavior, i.e., Wildcat “single” clap for individual student recognition. No booing, whistling, hollering or hooting. Cheering exceptions are at rallies and parties.
- Walk with your class to the cafeteria.
- Ensure students sit on their bottoms with legs criss-cross and hands in their laps.
- Remain with your class in the cafeteria.
- 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.
- Walk students all the way out to recess or to your classroom.

## TEACHER RESPONSIBILITIES (continued)

### 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. Students who are on any level EXCEPT Parent Contact will earn a paw stamp on their Responsibility Card for the day. Every 20 school days, students will be able to attend a Paw Pride Celebration if they have made good choices (earned 15 of 20 paw stamps). Students will start with a clean slate every 20 school days.

#### 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. I want this to remain special; 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:** Students who move to Parent Contact will receive a minor referral. Parent contact will be made and the referral will be sent home for parent to sign and return. Any student who receives a minor referral on the playground will automatically clip down to "Parent Contact" upon returning to class. Playground referrals do not require a parent phone

call, but the referral will be sent home for parent signature. If the referral is not returned, then a call is made home. Students who clip down to Parent Contact have the opportunity to change their behavior and move back up the chart to earn their paw stamp for the day.

## **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 a log of Minor Referrals. Any time a student receives a Minor Referral, the behavior code is logged for that day on the Responsibility Card or on a student behavioral log.
- A minor referral is sent home for parent signature or a phone call is made home by the teacher.
- Consequences are administered by the student's teacher.
  - 3<sup>rd</sup> minor referral for the same behavior - (within a 20 day period) – parent contact, consequence and major referral, student to be counseled by administrator.

### ***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 at the next break.
- Consequences are administered by the administration in a progressive manner:
  - 1<sup>st</sup> referral – parent contact with recess and/or lunch detention for up to two days.
  - 2<sup>nd</sup> referral – parent contact with recess and/or lunch detention for up to five days.
  - 3<sup>rd</sup> referral (within a one-two month period from the previous referral) – 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.

### **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, reteaching/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 Wilson office, or the Selma Unified School District Web Page. [www.selmausd.org](http://www.selmausd.org)

- The administration will take responsibility to follow up on office referrals and make contact with the student's parent.

#### **MAJOR SUSPENSION FROM CLASS BY THE TEACHER**

- When all attempts to correct a student's behavior have failed, the teacher may suspend the student from class for the remainder of the day or for the remainder of the day and the day following.
- A Discipline Referral must be completed and sent to the office.
- When a teacher suspends a student from class, a parent-teacher conference by phone or in person, is required by law. This contact must be made within 24 hours.
- The administration will keep a student who has been suspended from class, and determine if he or she is to be suspended from school.

#### **TEACHER'S LOG**

Teachers will maintain a record of minor and major referral sheets, responsibility cards and general classroom behavior.

#### **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.

<p>TEACHER AND CLASSIFIED <b><i>YARD and DUTY RESPONSIBILITIES</i></b></p>
--

- 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 ICU slips.
  - 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 in the 'chill-zone' for an appropriate time. Have student 'walk with you' for awhile.
  2. Deny the use of mis-used 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, ICU slips, Referral slips, working radio, and health gloves, band-aids, and gauze pads for emergency situations.

<b><i>ADMINISTRATOR RESPONSIBILITIES</i></b>
--

- 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.

## **BULLYING, INTIMIDATION, AND HARASSMENT**

Bullying, intimidation, and harassment will not be tolerated. Intimidation refers to actions that may cause fear, humiliation or injury. Harassment is verbal or physical conduct directed at someone's personal characteristics. Bullying occurs when a student is intimidated by verbal or physical conduct or actions. Cyberbullying is a form of bullying. Victims should always tell the bully to stop. Bullying is unwanted, aggressive behavior that includes the following:

- An Imbalance of Power: Kids who bully use their power-such as physical strength, access to embarrassing information, or popularity-to control or harm others.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once

### **Types of Bullying:**

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Students engaging in bullying, intimidation, or harassment will be referred to the principal 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.

### **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).

### **SPRIGEO**

Selma Unified is in the second year of implementing Sprigeo at every school site. Sprigeo is an electronic platform that gives students and their parents the tool to report bullying and other safety concerns anonymously through a link on the school website. Teachers, parents, and students will be introduced to Sprigeo to inform them on how to use this resource.

All kids should feel safe at school and in their community. This program will empower kids to speak out and make a change. Statistics show us that nearly 75% of students experience bullying on a daily basis and about 65% of bullying incidents go unreported. 160,000 kids in America skip school on a daily basis because they don't feel safe.

Sprigeo notifies administrators through emails and texts to alert them of reported incidents. This program also stores the incident report in a secure online database, which provides school organizations with an efficient method of tracking and analyzing reports.

## **Policies Relating to Suspension, Expulsion, and Mandatory Expulsion**

Administrative Regulation 400.33 explicitly and thoroughly describes 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.

By State law the following offenses by a student are grounds for suspension or expulsion under Education Code, whether they occur while on school grounds, while going to or coming from school, during the lunch period (on or off the campus), during a school sponsored activity, or while going to or coming from a school sponsored activity.

### **Ed Code 48900's:**

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person a liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Aided or abetted the infliction or attempted infliction of physical injury to another person.
- q. Committed sexual harassment.
- r. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.

- s. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils.
- t. Made terrorist threats against school officials or school property, or both.

The principal, program manager, 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, per the State Law and Education Code 48915's. All will result in policy notification:

- c.1 Possessing, selling, or otherwise furnishing a firearm.
- c.2 Brandishing a knife at another person.
- c.3 Unlawfully selling a controlled substance.
- c.4 Committing, or attempting to commit, a sexual assault or sexual battery.
- c.5 Possession of an explosive.
  - a.1 Causing serious physical injury to another person, except in self-defense.
  - a.2 Possession of any knife or other dangerous object of no reasonable use to the pupil.
  - a.3 Unlawful possession of any controlled substance except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
  - a.4 Robbery or extortion.
  - a.5 Assault or battery upon any school employee.

### **Notifying Teachers of Dangerous Students**

At 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 and classified personnel, as well as students, is prohibited by Board Policies 500.28, 600.39, and 400.57, respectively.

## **School Site Student Dress Code**

Students, parents, teachers, administrators, campus security, and local law enforcement comprise a Dress Code Committee that acts as an advisory body to review, modify, and make recommendations to change the existing Dress Code for students. The Dress Code was most recently revised and approved by the Board of Trustees on March 27, 2007.

The School Resource Officer and/or the Campus Security Officer are integral members of the Dress Code Committee in that they provide current information regarding gang-related apparel and symbols. Every effort is made to deter gang activity through the development and enforcement of a strict Dress Code.

The Dress Code is in effect during all school hours and at school-sponsored events, with the exception that hats are allowed at public, school-sponsored events, if they are free from symbols relating to gangs, drugs, alcohol, tobacco, obscenities, or other illegal activities.

\*SEE ATTACHED DOCUMENT IN APPENDIX FOR WILSON'S DRESS CODE GUIDELINES

## **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. If you have a special need, please contact the principal to discuss the details and possible solutions. The school office opens at 7:35 AM to meet parent and student needs.

### **AFTER SCHOOL**

When school is out, students must be picked up promptly or go straight home. **Students may not stay on the campus unless an adult supervises them. Woodrow Wilson School provides adult supervision until 2:50 p.m. on regular days and 2:20 on Flex Tuesdays.** If brothers, sisters or friends are staying for sports, intervention, or any other after school activity, the sibling must still go home. Parents who habitually neglect to pick their children up in a timely manner may be reported to Child Protective Services and/or the student will be taken to the Selma Police Department where a parent can pick the child up after the school office closes at 4:00 p.m. In the event of an emergency, please notify the office prior to 1:45 p.m. if you will not be able to pick up your child on time.

## **Transportation**

Students walk, ride the bus, or are transported to the school by their parents. 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 in the Fall of each year where students are given a safety orientation and practice evacuating the bus.

## **Adult Staffing**

The staff members at Wilson are: a Principal, Program Manager, Program Manager assistant, 16 full-time regular education classroom teachers, 2 full time Special Day Class teachers, 1 full-time Resource Specialist Teacher, 1 part-time Speech Teacher, 1 part-time School Psychologist, 2 Mental Health Clinicians for the district, 1 Peaceful Playgrounds teacher, 1 certificated Library teacher, 1 New Comers teacher and aide, a library technician, school secretary, a part-time office clerk, 1 nurse's aide, 1 full-time intervention teacher, 3 bilingual instructional aides, 4 special education aides, 1 RSP aide, 4 one-on-one aides, 4 campus aides, 1 Positive Behavior Intervention Aide, 1 cafeteria manager, 4 food services people, 1 full-time day custodian, and 2 part-time night custodians.

## **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 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 mobility impairment close to the exit.

## **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.
- Promote good citizenship and character.
- Identify problems and assess progress toward solutions.
- Support students in making the transition to adult life and the workplace.

## **Curriculum**

Curriculum and special programs are designed and modified to address issues relevant to student needs (e.g. school connectedness, bullying, drugs, etc.). Positive Behavior Intervention Supports will be implemented to address these and other issues related to data as reflected through our SWIS reports. These reports are run monthly for administration and all teachers listing minor and major referrals. These reports give the PBIS Team and staff data on what behaviors need to be addressed, at what time of day they are occurring the most often, and at what grade levels.

The school also emphasizes the six pillars of Character, integrating both "Positive Action" and "Character Counts!" in monthly character awards assemblies. In addition, the "SPARK" physical education program will be utilized, along with Peaceful Playgrounds curriculum to promote overall health and wellness.

This plan has been established to ensure the safety of all Woodrow Wilson School students and all staff members. It is expected that all persons at Wilson adhere to this plan. It will be reviewed annually.



## Comprehensive School Safety Plan Self-Monitoring Tool

California *Education Code* Sections 32280–32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
<p><b>1. Plan is written and developed by a school site council (SSC) or a safety planning committee.</b> The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.</p>	Page 44	*SSC Chairperson, PTC member & Safety Planning Committee members' Signature
<p><b>2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.</b></p>	Page 44	*SSC Chairperson signature *Selma PD signature
<p><b>3. The Comprehensive School Safety Plan includes, but is not limited to:</b></p> <p style="padding-left: 40px;"><b>a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information:</b></p> <ul style="list-style-type: none"> <li>• Local law enforcement crime data</li> <li>• Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System</li> <li>• Behavior Referrals</li> <li>• Attendance rates/School Attendance Review Board data</li> <li>• California Healthy Kids Survey data</li> <li>• School Improvement Plan</li> <li>• Property Damage data</li> </ul> <p style="padding-left: 40px;"><b>b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</b></p>	Page 5-43	*SWIS data on minor and major referrals, suspensions, and expulsions, AERIES data, California Healthy Kids Survey data are used to self-monitor *Data used to change and improve Safety Plan

<p><b>4. The SSC/Planning Committee reviewed and addressed, as needed, the school’s procedures for complying with existing laws related to school safety.</b></p>		<p>*Presented at SSC meeting on 12/15/15</p>
<p><b>5. The Comprehensive School Safety Plan must include all of the following:</b></p>		
<ul style="list-style-type: none"> <li>• Child Abuse Reporting procedures</li> </ul>	<p>Page 13</p>	
<ul style="list-style-type: none"> <li>• Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.</li> </ul>	<p>Page 8</p>	
<ul style="list-style-type: none"> <li>• Earthquake emergency procedures that include:             <ol style="list-style-type: none"> <li>1. A school building disaster plan</li> <li>2. A drop procedure</li> <li>3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools</li> <li>4. Protective measures to be taken before, during, and after an earthquake</li> <li>5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system</li> </ol> </li> </ul>	<p>Page 17-18</p>	<p>*Dates &amp; Times planned by Principal as listed below:              8/27/15              9/16/15              10/15/15              11/18/15              12/10/15              1/28/16              2/18/16              3/16/16              4/5/16              5/19/16</p>
<ul style="list-style-type: none"> <li>• Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.</li> </ul>	<p>Page 8</p>	<p>*Refer to the heading “Disaster Procedures”</p>
<ul style="list-style-type: none"> <li>• Policies and procedures which lead to suspension and/or expulsion.</li> </ul>	<p>Page 39-40</p>	
<ul style="list-style-type: none"> <li>• Procedures to notify teachers of dangerous pupils.</li> </ul>	<p>Page 40</p>	
<ul style="list-style-type: none"> <li>• Policy prohibiting discrimination, harassment, intimidation, and bullying.</li> </ul>	<p>Page 37,38 &amp; 41</p>	
<ul style="list-style-type: none"> <li>• Provisions of any school site dress code, including prohibition of “gang-related” apparel.</li> </ul>	<p>Page 41</p>	<p>*Copy of Dress Code on page 49-51 in appendix</p>
<ul style="list-style-type: none"> <li>• Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.</li> </ul>	<p>Page 41</p>	
<ul style="list-style-type: none"> <li>• Procedures that create a safe and orderly environment conducive to learning at the school.</li> </ul>	<p>Page 14-43</p>	

<ul style="list-style-type: none"> <li>• Access to the school campus (visitors).</li> </ul>	Page 7	*Refer to the heading "Security & Lighting"
<ul style="list-style-type: none"> <li>• The rules and procedures on school discipline.</li> </ul>	Page 28-39	
<ul style="list-style-type: none"> <li>• Crisis Response Plan.</li> </ul>	Page 14-26	
<ul style="list-style-type: none"> <li>• Hate crime reporting procedures and policies.</li> </ul>	Page 38	
<p><b>6.</b> The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.</p>	Page 12	*Refer to heading "Guidelines for Professionals on Campus"
<p><b>7.</b> The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.</p>	Page 9	
<p><b>8.</b> The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.</p>		Revised by Program Manager in November 2015
<p><b>9.</b> The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.</p>		*Sent to Mr. Wayne Dixon for approval *In process of being approved by the Board of Trustees
<p><b>10.</b> The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.</p>		*Addressed at the SSC meeting on 12/15/15

# APPENDIX

# WILSON SCHOOL STUDENT DRESS CODE

Wilson 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. **It is crucial that everyone is consistent in enforcing the dress code.** 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.

Continued on the next page.

DRESS CODE: Continued from the previous page.

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 Wilson this includes mohawks 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 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, safety and good character, the wearing of make-up or artificial nails is not permitted.

**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. At Wilson, students may wear red, blue, white or colored clothing that could be considered gang related only twice per week, but not consecutively.

**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

**Any change to a student's look to comply with the dress code requires administration notification and parent contact/permission, including but not limited to removal of make-up and false nails or changing the student's hairstyle.**

## Woodrow Wilson Elementary Teacher Yard Duty Schedule 2015-2016

Week	Place	AM Yard Duty
Aug. 19	Primary	Mireles/Ramirez
	Intermediate	Tarango/Ronchelli
Aug. 24	Primary	Serna/Zepeda
	Intermediate	Wilkin/Rodriguez
Aug. 31	Primary	Celaya/Jennings
	Intermediate	Mitchell/Armer
Sep. 7	Primary	Lopez/Torres
	Intermediate	Tarango/Ronchelli
Sep. 14	Primary	Villard/Sanchez
	Intermediate	Wilkin/Rodriguez
Sep. 21	Primary	Jennings/Serna
	Intermediate	Mitchell/Armer
Sep. 28	Primary	Villard/Sanchez
	Intermediate	Tarango/Ronchelli
Oct. 5	Primary	Celaya/Ramirez
	Intermediate	Wilkin/Rodriguez
Oct. 12	Primary	Lopez/Torres
	Intermediate	Mitchell/Armer
Oct. 19	Primary	Luna/Zepeda
	Intermediate	Tarango/Ronchelli
Oct. 26	Primary	Jennings/Serna
	Intermediate	Wilkin/Rodriguez
Nov. 2	Primary	Villard/Sanchez
	Intermediate	Mitchell/Armer
Nov. 9	Primary	Celaya/Ramirez
	Intermediate	Tarango/Ronchelli
Nov. 16	Primary	Lopez/Torres
	Intermediate	Wilkin/Rodriguez
Nov. 30	Primary	Mesa/Zepeda
	Intermediate	Mitchell/Armer

Dec. 7	Primary	Jennings/Serna
	Intermediate	Tarango/Ronchelli
Dec. 14	Primary	Villard/Sanchez
	Intermediate	Wilkin/Rodriguez
Jan. 11	Primary	Celaya/Ramirez
	Intermediate	Mitchell/Armer
Jan. 18	Primary	Lopez/Torres
	Intermediate	Tarango/Ronchelli
Jan. 25	Primary	Luna/Zepeda
	Intermediate	Wilkin/Rodriguez
Feb. 1	Primary	Jennings/Serna
	Intermediate	Mitchell/Armer
Feb. 8	Primary	Villard/Sanchez
	Intermediate	Tarango/Ronchelli
Feb. 15	Primary	Celaya/Ramirez
	Intermediate	Wilkin/Rodriguez
Feb. 22	Primary	Lopez/Torres
	Intermediate	Mitchell/Armer
Feb. 29	Primary	Mesa/Zepeda
	Intermediate	Tarango/Ronchelli
Mar. 7	Primary	Jennings/Serna
	Intermediate	Wilkin/Rodriguez
Mar. 14	Primary	Villard/Sanchez
	Intermediate	Mitchell/Armer
Mar. 28	Primary	Celaya/Ramirez
	Intermediate	Tarango/Ronchelli
Apr. 4	Primary	Lopez/Torres
	Intermediate	Wilkin/Rodriguez
Apr. 11	Primary	Luna/Zepeda
	Intermediate	Mitchell/Armer
Apr. 18	Primary	Jennings/Serna
	Intermediate	Tarango/Ronchelli

Apr. 25	Primary	Villard/Sanchez
	Intermediate	Wilkin/Rodriguez
May. 2	Primary	Celaya/Ramirez
	Intermediate	Mitchell/Armer
May. 9	Primary	Mesa/Serna
	Intermediate	Tarango/Ronchelli
May. 16	Primary	Jennings/Sanchez
	Intermediate	Wilkin/Rodriguez
May. 23	Primary	Lopez/Torres
	Intermediate	Mitchell/Armer
May. 30	Primary	Jennings/Serna
	Intermediate	Tarango/Ronchelli
Jun. 6	Primary	Ramirez/Sanchez
	Intermediate	Wilkin/Rodriguez

**Woodrow Wilson Elementary  
Afterschool Duty Schedule  
2015-2016**

<b>Cycle 1 Aug.19-Nov. 13</b>	<b>PU Sup</b>	<b>PU Traffic</b>	<b>Bus</b>
Monday	Luna	Ramirez	Arnold
Tuesday	Torres	Jennings	Celaya
Wednesday	Ramirez	Hassler	Serna
Thursday	Sanchez	Zepeda	Villard
Friday	Zepeda	Hassler	Arnold
<b>Cycle 2 Nov. 16-Mar. 11</b>	<b>PU Sup</b>	<b>PU Traffic</b>	<b>Bus</b>
Monday	Villard	Wilkin	Rodriguez
Tuesday	Lopez	Mitchell	Ronchelli
Wednesday	Arnold	Tarango	Luna
Thursday	Jennings	Hassler	Torres
Friday	Arnold	Armer	Hassler
<b>Cycle 3 Mar. 14-June 10</b>	<b>PU Sup</b>	<b>PU Traffic</b>	<b>Bus</b>
Monday	Hassler	Arnold	Lopez
Tuesday	Celaya	Lopez	Ramirez
Wednesday	Serna	Villard	Sanchez
Thursday	Torres	Luna	Zepeda
Friday	Hassler	Arnold	Celaya

\*PU Sup=pick up supervision

revised

8/28/2015

# Woodrow Wilson Elementary Classified Supervision Schedule 2015-2016

<b>Morning Duty</b>					
<b>Duty</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Crossing	Lucy 7:30-8:15				
Kinder yard	Luisa&Melinda 7:30-8:10				
Cafeteria	Paul 7:45-8:15				
Café & Yard	Sandy 7:30-8:15 Irene 7:45-8:15				
PBI Aide	Melinda 8:00-8:15 CICO				
<b>Kinder Lunch</b>					
<b>Duty</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Cafeteria	All K Aides 11:00-11:30 Lucy & Luisa 11:00-11:30				
Kinder Yard	All K Aides 11:30-12:15				
<b>1-3 Lunch</b>					
<b>Duty</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Cafeteria	Luisa 11:30-11:50 Lucy 11:30-11:50 Irene 11:30-11:50 Sandy 11:45-11:50				
1-3 Yard	Luisa 11:50-12:15 Lucy 11:50-12:15 Irene 11:50-12:15 Sandy 11:50-12:15				
<b>4-6 Lunch</b>					
<b>Duty</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Cafeteria	Rosie S. 12:10-12:40 Luisa 12:15-12:20 Lucy 12:15-12:40 Irene 12:15-12:40 Sandy 12:15-12:40				
4-6 Yard	Rosie S. 12:40-1:00 Lucy 12:40-1:00 Irene 12:40-1:00 Sandy 12:40-1:00				

# SELMA UNIFIED SCHOOL DISTRICT THREAT ASSESSMENT PROCEDURES

## California Welfare and Institutions Code 5150

*When any person, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.*

*Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he or she knows to be false.*

## SITE THREAT ASSESSMENT TEAM (STAT)

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or a *Counselor* trained in threat assessment)
- Law Enforcement or security staff
- School Nurse, School Social Worker, or other staff designated by the school Principal

## DISTRICT THREAT ASSESSMENT TEAM (DTAT)

Contacting Director of Pupil Services triggers the DTAT

The DTAT will consist of:

- *Superintendent or designee*
- *Director of Pupil Services or designee*
- *Mental Health Clinicians*

## STEP ONE: EVALUATE THE THREAT

Referral to Administrator:

1. Obtain an account of the threat and the context from the student and witness
2. Write down exact threat
3. Obtain student's explanation of the threat's meaning and his/her intentions
  - a. Threat directed toward others (homicidal)
  - b. Threat directed toward self (suicidal)
4. Obtain witness perceptions of the threat's meaning
5. Administrator to begin consulting Site Threat Assessment Team (STAT) members
6. Administrator may place the student who made the threat on suspension while threat assessment is completed (up to *up to* 5 days of suspension).
7. Document information on the Student Threat Inquiry form (supplemental)
  - a. Threat assessment/safety evaluation must be completed, immediately if deemed substantive.
  - b. Threat assessment/safety evaluation must be completed within 2 days if deemed as transient.
  - c. Outcome of threat assessment determines final disciplinary action (if appropriate).

## STEP TWO: TRANSIENT OR SUBSTANTIVE?

STAT determines whether the threat is transient or substantive:

Factors to consider when determining type of threat:

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts

### TRANSIENT

### SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm	Express intent to physically injure someone else or self beyond the immediate situation
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self
Usually can be resolved on the scene or in the office	Require that you take protective action, including warning intended victims and parent and/or protection of student from self-harm
After resolution, the threat no longer exists	May be legal violations and require police consultation
Usually ends with an apology or clarification	

**WHEN IN DOUBT, TREAT THREATS AS SUBSTANTIVE**  
**STEP THREE: RESPONDING TO THE THREAT**

**\*STAT TEAM DETERMINES APPROPRIATE RESPONSE OF THREAT**

**TRANSIENT THREAT**

**Responding to transient threat:**

Typical response may include reprimand, parental notification, or other disciplinary action

Student may need to make amends, attend mediation, and or counseling

Continue to monitor student (school staff follow-up as necessary).

**SUBSTANTIVE THREAT**

**Responding to substantive threat:**

Decide whether the threat is **serious** or **very serious**:

Assault threats are classified **serious** (I'm gonna beat him up)

Threats to kill, rape, or inflict very serious injury are classified **very serious**

Threats involving a weapon are considered **very serious**

Threat to harm self are considered **very serious**

**SERIOUS SUBSTANTIVE THREAT**

Responding to **serious** substantive threats:

Immediate responses:

Take precautions to protect potential victims

May consult with law enforcement

Notify intended victim and victim's parents

Notify student's parents

Additional interviews as needed (parent, teacher, witnesses)

Take disciplinary action consistent with school policy

Determine appropriate intervention for student, such as counseling, or dispute mediation

Follow up to verify that threat has been resolved and intervention is in progress

Schedule follow up contact with student to assess current risk and update behavior and wellness plans

Document behavior and wellness plans on the Student Threat Inquiry form

**VERY SERIOUS SUBSTANTIVE THREAT**

Responding to **very serious** substantive threats:

Immediate responses:

Take precautions to protect potential victims

If suicidal, take precautions to protect student

Contact *Assistant Superintendent of Business*

Consult with law enforcement promptly

Notify intended victim and victim's parents

Notify student's parents

Determine safety during student suspension

Determining safety: Site Threat Assessment Team (STAT) Safety evaluation conducted by a team:

Principal/Administrator leads the team

School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry

Additional interviews: parents of student, teacher, additional witnesses

Police Department – expands range of options in dealing with threats of violence

SERIOUS SUBSTANTIVE THREAT	VERY SERIOUS SUBSTANTIVE THREAT (continued)
	<p><b>Threat assessment/safety evaluation must be completed immediately.</b>  Outcome of threat assessment determines <i>administrative</i> action.</p> <p><i>Contact SUSD Pupil Services Office (898-6500) for questions recommendations.</i></p> <p>Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high level threat of suicide, the <i>School Based Mental Health Clinician(s)/WI5150</i> process will result.  Student Wellness plan developed: (see supplement)  Prior to student's return to campus  Interventions and responsible parties outlined  The School Site Administrator or designee will <b>follow up</b> to evaluate:</p> <ul style="list-style-type: none"> <li>-The adequacy of the Student Wellness Plan</li> <li>-Review Action Plan</li> <li>-Determine whether interventions are appropriate</li> <li>-Schedule follow up contact with student to assess current risk and update plan</li> </ul>

**Document student's plan on the Threat Inquiry worksheet**

**Selma Unified School District  
Student Threat Inquiry  
CONFIDENTIAL**

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. Threats are defined as an expression of intent to do harm or to act our violently against self, someone or something. It can be spoken, written or symbolic. The threat may be direct, indirect, and conditional or veiled. The threat assessment process involves **Identifying, Assessing** and **Managing** individual(s) who may pose a risk of violence toward themselves, other students, school personnel, or school property.

*Refer to the SUSD Threat Assessment Procedures when completing this form.*

Team Members: Site Administrator (Lead), District Mental Health Professional (School Psychologist, *Clinicians*), School Nurse, and other members as appropriate (Security staff and/or Law Enforcement).

**School Site:** \_\_\_\_\_

**Site Administrator:**

**Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Team Members:**

Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____

- \*\*\*Do not place in cum or any permanent student record folder
- \*\*\*Send original Threat Assessment Inquiry form to the *SUSD Pupil Services Office: Attention Pupil Services Coordinator.*
- \*\*\* Keep a copy filed in the Administrator’s confidential file

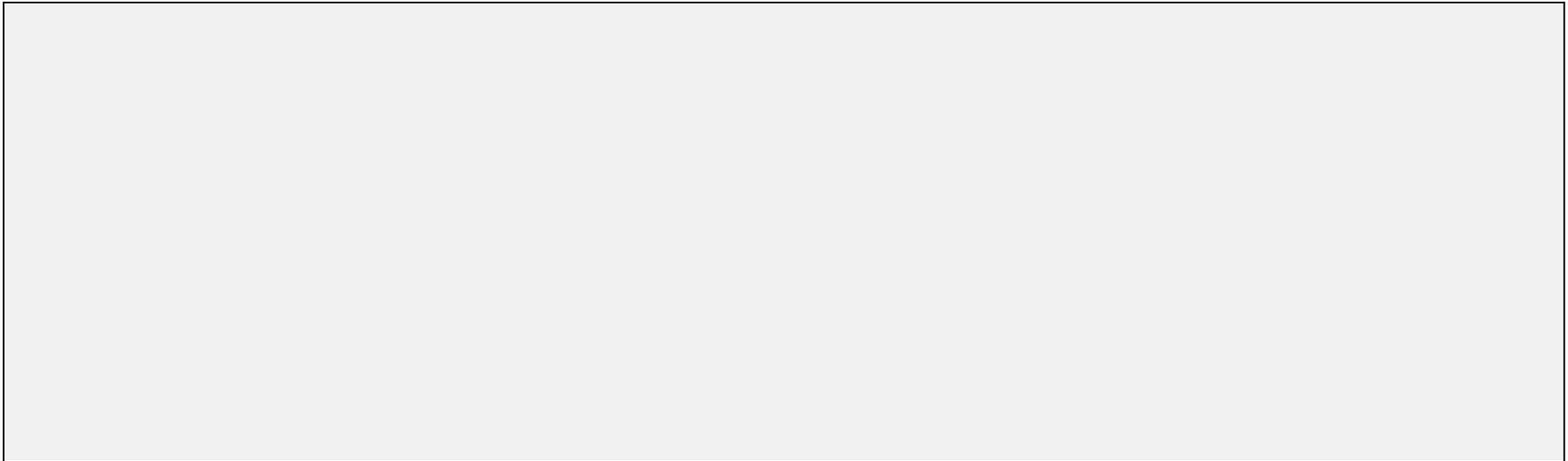
## Step One (IDENTIFY): Gather Facts and Evidence

Name of Student: \_\_\_\_\_ Student Number: \_\_\_\_\_ School: \_\_\_\_\_

Date Threat Reported: \_\_\_\_\_ Date Threat Occurred (if different): \_\_\_\_\_

Who Reported Threat? \_\_\_\_\_ Location of Threat: \_\_\_\_\_

**What student said or did to express a threat (quote if possible):**



\*Complete separate interviews with all involved parties

\_\_\_ Student Who Made Threat

\_\_\_ Recipient(s) of Threat

\_\_\_ Witness(es)

\*Obtain separate written statements from all parties

\_\_\_ Student Who Made Threat

\_\_\_ Recipient(s) of Threat

\_\_\_ Witness(es)

## Step One (IDENTIFY): Gather Facts and Evidence (Continued)

**Complete Interviews with all involved parties**

### **Interview of Student who made threat**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Interview Completed By Administrator or Designee:** (Staff Name/Title): \_\_\_\_\_

#### Guiding Questions:

1. Do you know why I wanted to talk with you? Tell me.
2. What happened today when you were...? (refer to place of incident)
3. What exactly did you say? What exactly did you do? (write down Student's exact words)
4. What did you mean when you said/did that?
5. How do you think (person who was threatened) feels about what you said/did?  
(see if Student believes comment/act frightened or intimidated the recipient of threat)
6. What was the reason you said/did that? (find out if there is prior conflict or history to this threat)
7. What are you going to do now that you have made this threat? (does Student intend to carry out threat)

Notes:

## Step One (IDENTIFY): Gather Facts and Evidence (Continued)

**Interview of Recipient/Target of Threat or Witness to Threat:**

\_\_\_\_\_ Recipient/Target

\_\_\_\_\_ Witness

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**Interview Completed By Administrator or Designee:** (Staff Name/Title): \_\_\_\_\_

**Guiding Questions:**

1. What exactly happened today when you were...(refer to place of incident)?
2. What exactly did (Student who made threat) say/do? (write down Student's exact words)
3. What do you think he/she meant when he/she said/did that?
4. How did you feel when he/she said/did that? Are you concerned he/she might really do it?
5. What was the reason he/she said/did that?

Notes:

## Step One (IDENTIFY): Gather Facts and Evidence (Summary of Step One)

### Student Who Made Alleged Threat

*Check all that apply*

- Yes  No Reported threat as a specific plan  
 Yes  No Written plans/lists/drawings  
 Yes  No Student & Recipient had prior conflict \_\_\_ *Same Day* \_\_\_ *>1 day*  
 Yes  No Student previously bullied the recipient (*pattern* \_\_\_1 \_\_\_2 \_\_\_3+) *Reported Yes No*  
 Yes  No Had or sought accomplices  
 Yes  No History of repeated threats  
 Yes  No Weapon referenced during threat *Type* \_\_\_\_\_  
 Yes  No Weapon brandished during threat *Type* \_\_\_\_\_  
 Yes  No *Other Threats?*

### Target(s)/Recipient(s) of Alleged Threat

*Check all that apply*

Number of Targets/Recipients of Threat:

- Yes  No Was recipient another student?  
 Yes  No Was recipient a District employee?  
 Yes  No Was recipient a Parent?  
 Yes  No Other recipient?: \_\_\_\_\_  
 Yes  No Records Reviewed? (*Discipline, CUM, other*)

### Witness(es) to Alleged Threat

*Check all that apply*

Number of Witnesses:

- Yes  No Was witness another student?  
 Yes  No Was witness a District employee?  
 Yes  No Was witness a Parent?  
 Yes  No Other witness?: \_\_\_\_\_  
 Yes  No Records Reviewed?

Completion of key findings from STEP ONE (both steps are required):

- Completed Interviews with all involved parties  
 Obtained written statements from all parties

## Step Two (ASSESS): Transient Or Substantive?

Factors to consider when determining type of threat:

- \*Age of student
- \*Capability of student to carry out the threat
- \*Student's discipline history
- \*Credibility of student and willingness to acknowledge his/her behavior
- \*Credibility of witness accounts

*Team Determines:*

### TRANSIENT

### SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm.	Express intent to physically injure someone else or self beyond the immediate situation.	
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self	
Usually ends with an apology or clarification. After resolution, the threat no longer exists	Require that protective action be taken, including warning intended victim(s) and parent(s) and/or protection of student from self-harm	
Usually ends with an apology or clarification. After resolution, the threat no longer exists	May be legal violations and require police consultation	
	<b>Serious</b> Examples: <ul style="list-style-type: none"> <li>• Assault threats-"I'm gonna beat him up"</li> <li>• "I'm gonna get you"</li> </ul>	<b>Very Serious</b> Examples: <ul style="list-style-type: none"> <li>• Threats to kill, rape, or inflict very serious injury</li> <li>• Threats involving a weapon</li> <li>• Threat to harm self</li> </ul>

List facts and evidence used to assess type of threat:

**STAT determination on type of threat**

**Transient:** \_\_\_\_\_ or  
(Complete Step Three – Transient)

Substantive  
(Complete Step Three – Substantive)

\_\_\_ *Serious:*

\_\_\_ *Very Serious*

**(When in doubt, consider threats as substantive)**

## Step Three (MANAGE): Responding To Transient Threat

### TRANSIENT THREAT

Responding to transient threat:

- Typical response may include reprimand, parental notification, or other disciplinary action
- Student may need to make amends, attend mediation, and or counseling
- Continue to monitor student (school staff follow-up as necessary)
- *Tiered Evidence Based Interventions*

#### Interventions

- Yes  No School based counseling  
 Yes  No *Check-In/Check-Out*  
 Yes  No Conflict Mediation  
 Yes  No Alter schedule of student to increase supervision or minimize contact with recipient  
 Yes  No Change in transportation (bus suspension, special transportation, etc.)  
 Yes  No Referral to outside mental health agency (counseling/therapy with outside mental health provider)  
 Yes  No *Functional Family Therapy*

Please list other Tier 2/3 Evidenced based intervention Identify: \_\_\_\_\_

#### Disciplinary Action (as deemed appropriate by site Administrator)

- Yes  No Parent Conference  
 Yes  No Detention (number of days):   
 Yes  No *Saturday School* (number of days):   
 Yes  No Consultation with Discipline Office  
 Yes  No Suspension (number of days):

Other Disciplinary Action (please list):

#### Follow up (If applicable)

- School Psychologist Name:   
 Follow up on Implementation of Behavior Support Plan Date:   
 Follow up on referral to outside counseling Date:

**Transient Threat ---- Stop Here**

#### Student Inquiry form:

\*Complete steps 1, 2, 3 (Transient section only)

\* Send original Threat Assessment Inquiry form (including written statements) to the *SUSD Pupil Services Office: Attention Coordinator – Pupil Services*

\*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

## Step Three (MANAGE): Responding To Substantive Threat

### SUBSTANTIVE THREAT

Responding to substantive threats:

#### **Immediate responses:**

- *Take precautions to protect student making threats – do not leave student alone providing constant supervision.*
- Take precautions to protect potential victims
- *Contact law enforcement as appropriate*
- Notify student's parents
- Notify intended victim and victim's parents
- Additional interviews as needed (parent, teacher, witnesses)
- *Consult with Pupil Services Department*
- Determine appropriate intervention for student(s)
- Follow up to verify that threat has been resolved and intervention is in progress
- Schedule follow up contact with student to assess current risk and update support plans

Additional responses to **very serious** substantive threats:

- *Contact Director of Pupil Services 898-6500*
- Consult with law enforcement promptly
- Determine safety during student suspension
  - Principal/Administrator leads the STAT team
  - School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
- If suicidal, take precautions to protect student:

Individual cases with a mental health related issue, and/or low mental functioning, and/or emotional disturbance, or cases in which there is a high level threat of suicide, the Student Wellness team/WI 5150 process will result. Refer to California Welfare and Institutions Code 5150.

## Step Three (MANAGE): Responding To Substantive Threat (Continued)

**Response to Threat (as deemed appropriate by site Administrator)**

Yes    No   Mental Health screening conducted by District mental health  
 Yes    No   STAT consulted with Law Enforcement  
 Yes    No   Law enforcement interviewed student who made threat. CASE # \_\_\_\_\_  
 Yes    No   Referred Student for additional assessment (completed by County services, probation, etc.)  
 Yes    No   Parent of threat recipient notified of threat (if specific)  
 Yes    No   Staff member notified if recipient of threat (if specific)

Other Disciplinary Action (please list):  
**\*\*\*If student is removed from school by an outside agency (eg., law enforcement, mental health), the Removal of Student During School Hours form must be completed.**

**Interventions**

Yes    No   School based counseling  
 Yes    No   Check-In/Check-Out  
 Yes    No   Conflict Mediation  
 Yes    No   Alter schedule of student to increase supervision or minimize contact with recipient  
 Yes    No   Change in transportation (bus suspension, special transportation, etc.)  
 Yes    No   Referral to outside mental health agency (counseling/therapy with outside mental health provider)  
 Yes    No   Functional Family Therapy

Please list other Tier 2/3 Evidenced based intervention Identify: \_\_\_\_\_

**Disciplinary Action (as deemed appropriate by site Administrator)**

Yes    No   Parent Conference  
 Yes    No   Detention (number of days):   
 Yes    No   Saturday School (number of days):   
 Yes    No   Consultation with Discipline Office  
 Yes    No   Suspension (number of days):

Other Disciplinary Action (please list):

**Manage/Follow up (If applicable)**

Assign Case Manager Name: \_\_\_\_\_  
 Review Student Wellness Plan   Meeting Date: \_\_\_\_\_  
 Review Behavior Support Plan Implementation   Meeting Date: \_\_\_\_\_  
 Follow up on referral to outside counseling   Meeting Date: \_\_\_\_\_

**Student Inquiry form:**  
 \*Complete steps 1, 2, 3 (Substantive section only)  
 \* Send original Threat Assessment Inquiry form (including written statements) to the SUSD Safety Office  
 Attention: Pupil Services Coordinator  
 \*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE



## SUSD Student Wellness Plan

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Date of Incident: \_\_\_\_\_  
 Referred By: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Description of Incident

### Support Plan

Safety	Monitored By	Review/End Date
<b>To School/Home/Bus:</b>		
<b>Classroom:</b>		
<b>Unstructured Time (Recess/Restroom/Passing Time):</b>		
<b>Mental Health</b>  <u>Current Services:</u>  <u>Needed Services:</u>		
<b>Other Miscellaneous:</b>		

_____ Parent/Guardian	_____ Date	_____ Parent/Guardian	_____ Date
_____ Administrator	_____ Date	_____ Student	_____ Date
_____ Name/Agency	_____ Date	_____ Name/Agency	_____ Date
_____ Name/Agency	_____ Date	_____ Name/Agency	_____ Date

## **Sources of Information**

### **THREAT ASSESSMENT IN SCHOOLS: A GUIDE TO MANAGING THREATENING SITUATIONS AND TO CREATING SAFE SCHOOL CLIMATES**

U.S. Secret Service and U.S. Department of Education  
Washington, D.C., May 2002

### **THREAT ASSESSMENT: FLOW CHART, GUIDELINES, PROTOCOL, & WORKSHEET**

Fresno Unified School District  
Special Education  
Psychological Services, 2003

### **GUIDELINES FOR STUDENT THREAT ASSESSMENT**

Dewey Cornell, Ph.D.  
Virginia Youth Violence Project  
Curry School of Education  
University of Virginia, 2002

### **THE SCHOOL SHOOTER: A THREAT ASSESSMENT PERSPECTIVE**

Mary Ellen O'Toole, Ph.D.  
Supervisory Special Agent  
Federal Bureau of Investigation

### **COLUMBINE: A PSYCHIATRIC AUTOPSY**

A & E Investigative Reports  
The Arts and Entertainment Network, 2002

**Fresno Unified School District**  
Special Education  
Psychological Services  
January 2003

**Selma Unified School District**  
Pupil Services  
September 2015

REMOVAL OF STUDENT FROM SCHOOL

DURING SCHOOL HOURS

The student was removed from \_\_\_\_\_ School during school hours by \_\_\_\_\_  
(School) (Department) (Title)

Making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR)

\_\_\_\_\_  
(Student's Name) (Birthdate) (Age)

\_\_\_\_\_  
(Parent/Guardian's Name) (Address) (Phone)

1. \_\_\_\_\_  
(Facility and address where child was taken)

2. Name of Peace Officer \_\_\_\_\_ Badge No. \_\_\_\_\_

3. Mental Health/Law Enforcement Agency \_\_\_\_\_

4. **Basis for action (check one)**

- Section 836 – Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent cannot be reached
- In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (Such as child abuse investigation)

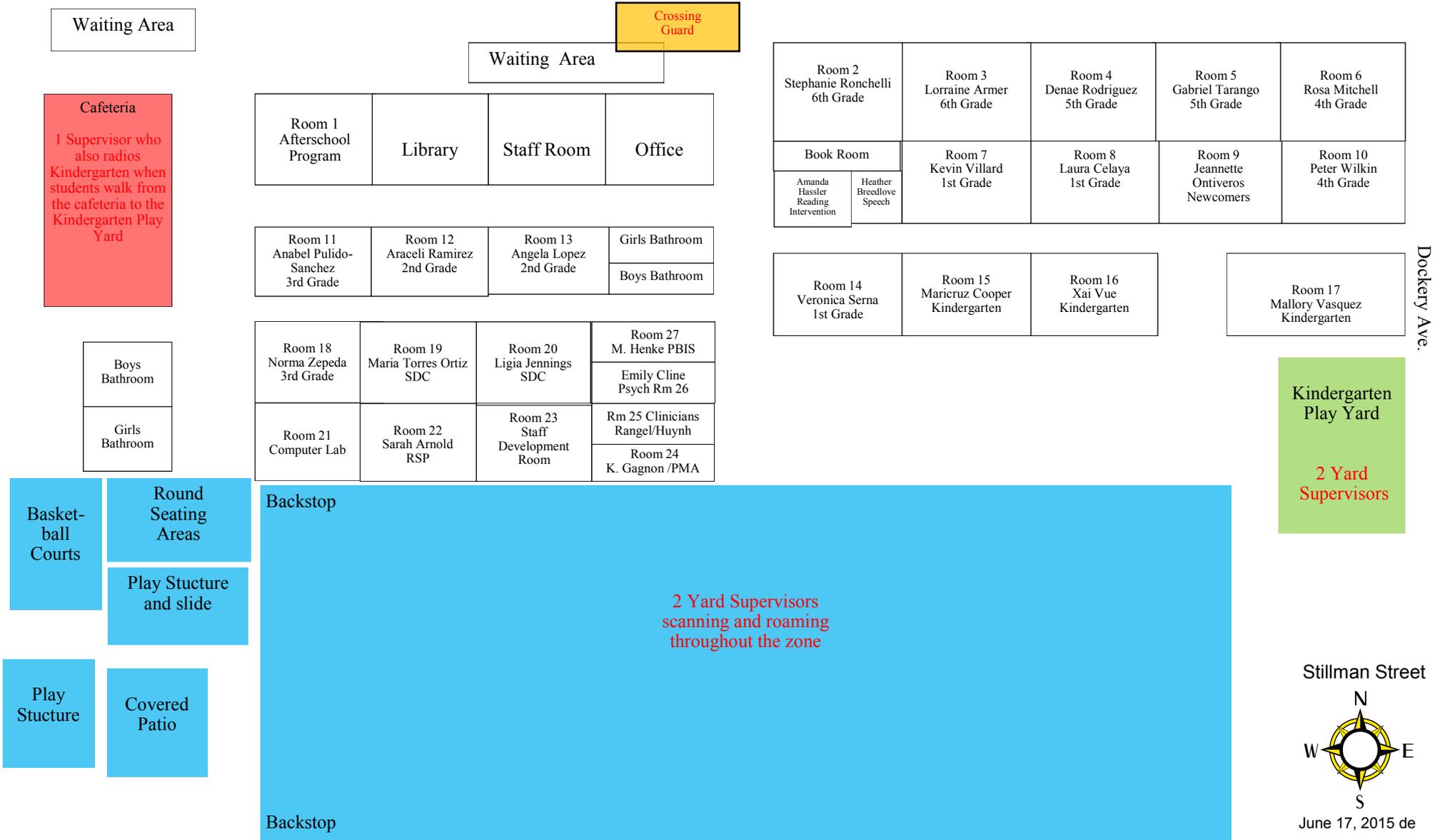
5. Parent notified by \_\_\_\_\_ of the removal and place where student taken. **\*Except in child abuse investigation**  
Date \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_\_\_  
(Signature of Principal/Designee)

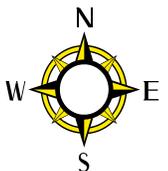
**\*E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

# WILSON SCHOOL CAMPUS MAP 2015-2016

## Early Morning - Before School



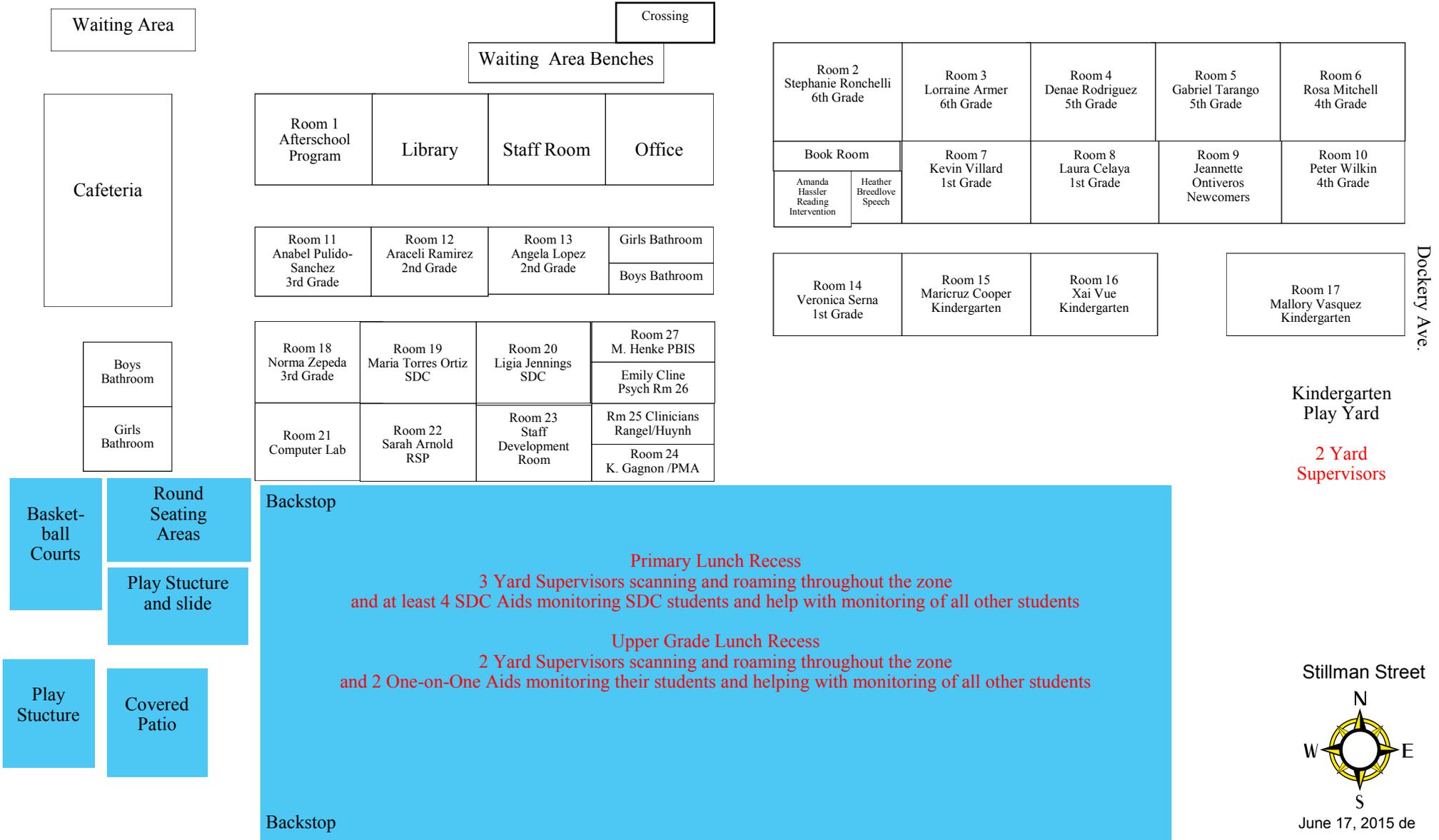
Stillman Street



June 17, 2015 de

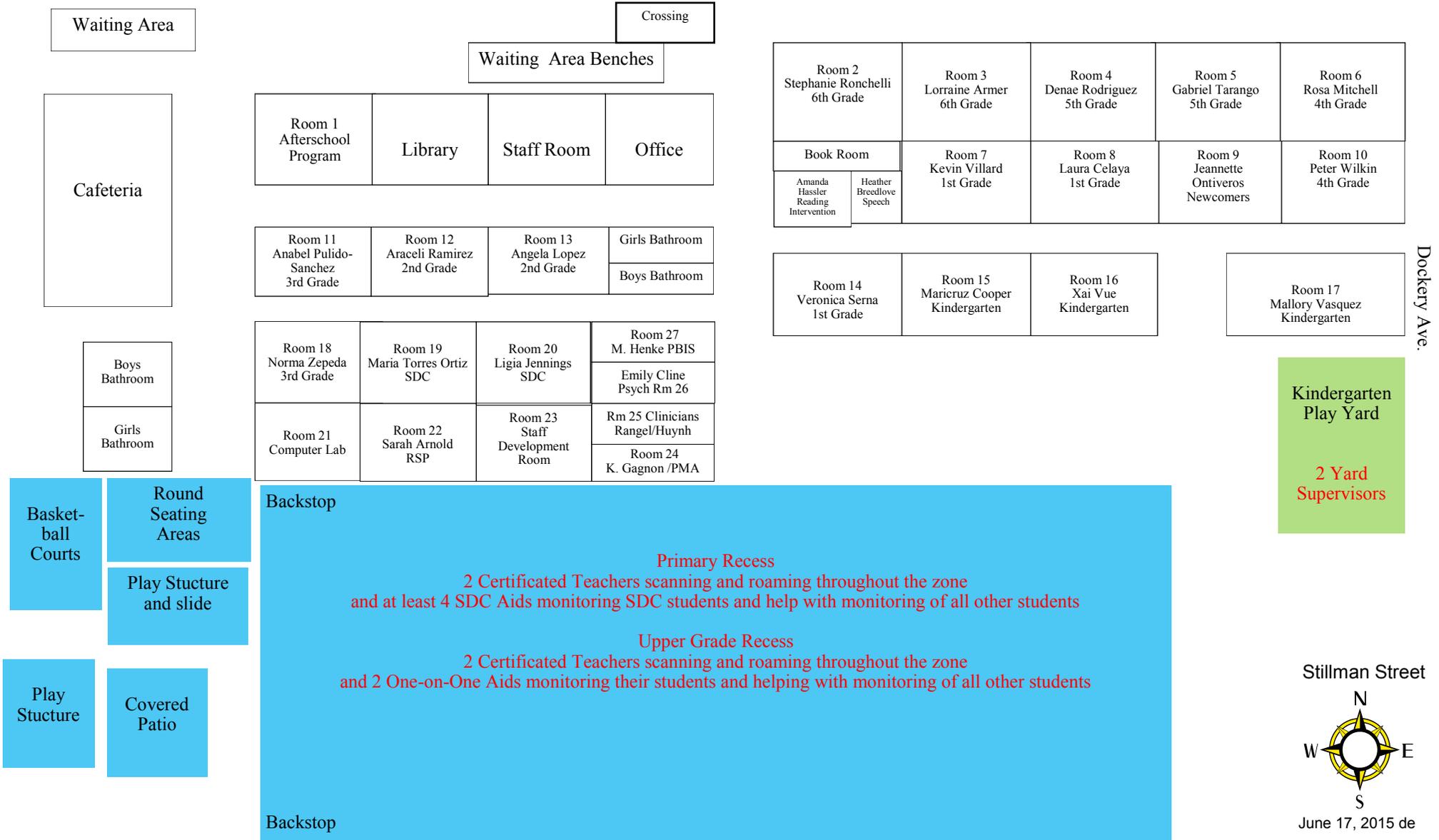
# WILSON SCHOOL CAMPUS MAP 2015-2016

## Lunch Recess



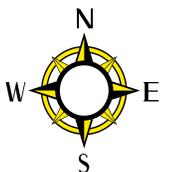
# WILSON SCHOOL CAMPUS MAP 2015-2016

## A.M. Recess



Dockery Ave.

Stillman Street

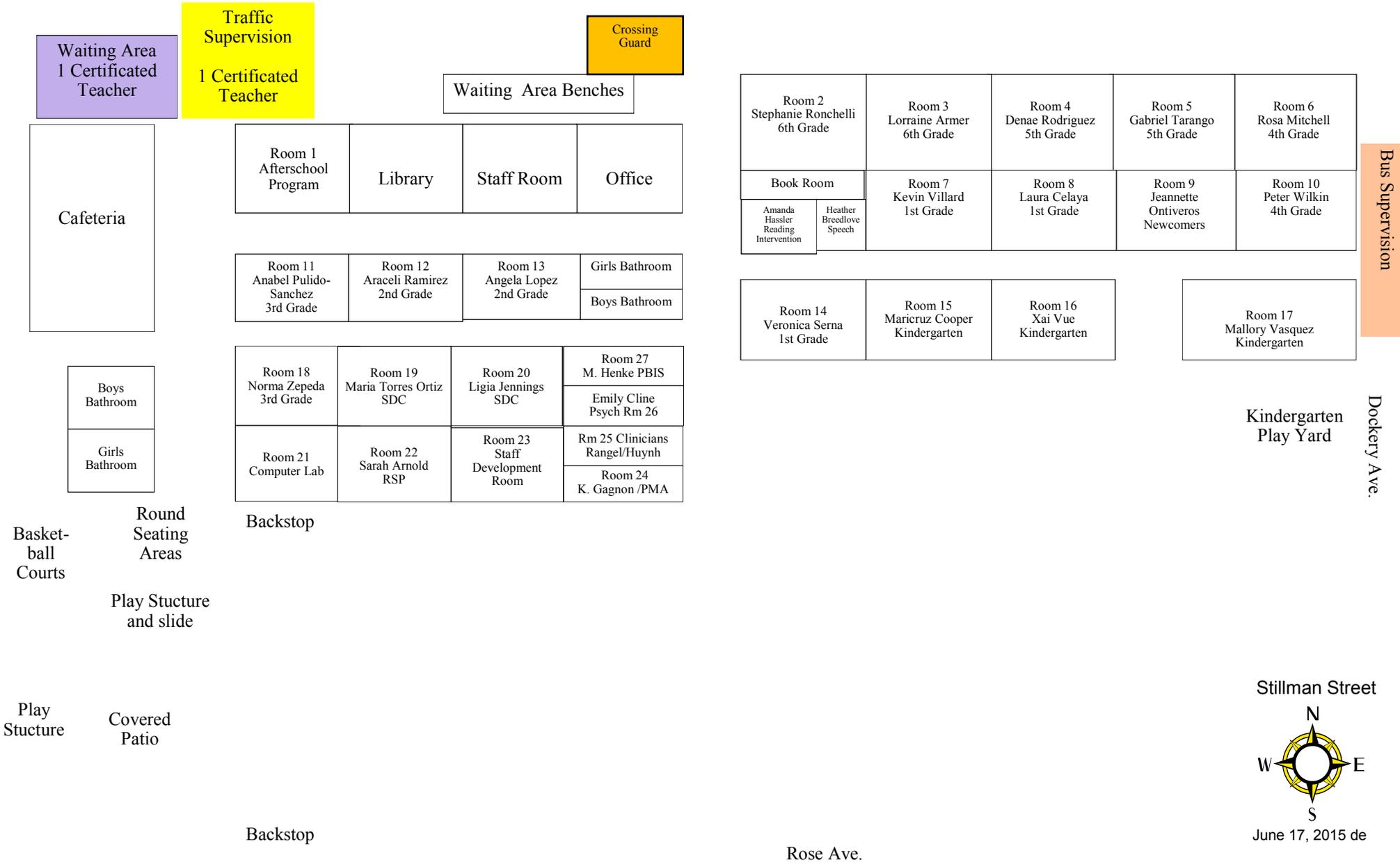


June 17, 2015 de

Rose Ave.

# WILSON SCHOOL CAMPUS MAP 2015-2016

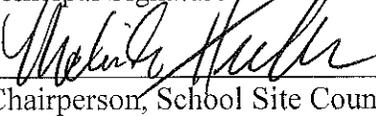
## After School Duty

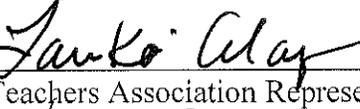


**Wilson School  
Safety Plan Signature Page  
2015-2016**

The undersigned members of the Wilson School Safety Planning Committee certify that the requirements for the Safety Plan have been met.

 12/3/15  
Principal Signature Date

 12/15/15  
Chairperson, School Site Council Signature Date

 12/3/15  
Teachers Association Representative Signature Date

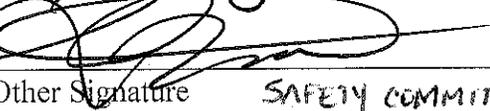
 12-03-15  
Classified Association Representative Signature Date

 12/8/15  
Parent Representative Signature Date

\_\_\_\_\_  
Law Enforcement Representative Signature Date

Brilla Montijo 12-14-15  
Student Signature Date

 12.3.15  
Administrative Designee Signature Date

 12-3-15  
Other Signature Date

SAFETY COMMITTEE MEMBER

