

Wright Elementary School District
Robert L. Stevens School
J.X. Wilson School
Wright School

SCHOOL SAFETY PLAN

2014-15

Plan reviewed and approved by:

Robert L. Stevens School Site Council

March 31, 2015

Board Approval Date:

April 16, 2015

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I. Introduction

What is a safe school?

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, and disciplinary policies that are consistently and fairly administered. There is a sense of community on the school campus with support and recognition for positive behavior. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools" A Planning Guide for Action" California State Department of Education, a document used in the development of this plan.

Wright Elementary School District Vision

The Wright Elementary School District shall create an environment which builds basic skills, kindles and nourishes curiosity, teaches problem-solving and critical thinking, encourages children to love learning, and inspires both adults and children to strive for excellence.

Wright Elementary School District shall guide children in developing personal and civic responsibility, self-discipline and a positive code of ethics.

Wright Elementary School District shall respect each individual, honor differences, and strengthen the community by educating its children and engaging families in the educational process.

Wright Elementary School District Mission

The mission of the Wright Elementary School District is to prepare children academically and socially so they can function responsibly in a democratic society and envision and achieve their goals in life.

Rights

"All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure and peaceful." Taken from California Constitution, Article I, Section 28 (c): Right to Safe Schools

Procedures for Approval and Annual Review

The Wright Elementary School District comprehensive school safety plan will be reviewed, evaluated, and amended (if needed) each school year by the School Site Councils and the Board of Trustees, and presented for public hearing at an annual meeting of the Board of Trustees. An updated file containing all safety-related plans and materials is available for public inspection at each school site.

II. An Assessment of the Current Status of School Crime

The schools in the Wright Elementary School District are generally safe. There are some minor student to student conflicts which are handled per each site's student discipline procedures. There are some minor incidents of vandalism and graffiti reported annually in addition to occasional incidents of theft. Staff, Site Councils, PACT and the District Safety Committee review these issues and develop strategies to make the schools safer. Recent discussions and subsequent plans have included facilities up-grades, parking lot safety upgrades and disaster preparedness. Staff Development has been provided on earthquake and disaster preparedness training, First Aid /CPR training, cafeteria and yard procedures training, anti-bullying behavior training, sexual harassment awareness and reporting, lockdown procedure drills and school crisis response and recovery planning.

Principals submit to the district office a form detailing any crimes that have been committed involving their campuses. The superintendent analyzes and compiles these reports and sends them to the State in the biannual crime report (Safe Schools Assessment Report - copies available in the district office). Minor student conflicts are not reportable to the State. Student suspensions are reported annually on the School Accountability Report Card. Incidents of theft and vandalism are reported to the State when they cost the district over a hundred dollars, and they are indicated below. Incidents of graffiti are reported to the police department and the graffiti is removed or painted over as soon as possible.

Incidents of Crime 2013-2014

	R. L. Stevens School	J. X. Wilson School	Wright Charter School
Number and types of crimes reported in '13-14 (only incidents that cost over \$100 each are considered)	0	0	0
Cost of vandalism	N/A	N/A	N/A

Enrollment and Average Daily Attendance for 2013-2014

	R. L. Stevens School	J. X. Wilson School	Wright Charter School
Enrollment	557	564	475
ADA	523.67	546.52	465.58
%	94.02%	96.9%	98.02%

Suspensions and Expulsions: 2013-2014

	School	District
	2013-2014	2013-2014
Number of Suspensions	24	68
Rate of Suspensions	.043%	.043%
Number of Expulsions	0	0
Rate of Expulsions	0	0

For more information, see School Climate Survey results in section IV.

Parent Satisfaction Survey

The latest Parent Satisfaction Survey was administered in May, 2013. The results to the question regarding the learning environment at Robert L. Stevens follow:

	% of Parents Responding “Agree” or “Strongly Agree”
Our school provides a safe environment.	88%

Teacher Satisfaction Survey

The latest California School Climate Survey was administered in October, 2014. The results to the questions regarding the learning environment at Robert L. Stevens follow:

	% of Teachers Responding “Agree” or “Strongly Agree”
Our school is a safe place for students.	100%
Our school is a safe place for staff.	100%

III. Procedures for complying with existing laws related to school safety

A. Child Abuse Reporting Procedures

All school staff actively monitors the safety and welfare of all students. Staff members understand their responsibility as childcare custodians and report all cases of known and suspected child abuse as per District policy.

When a case of child abuse is suspected, the employee having suspicion of the abuse and the school administrator discuss the matter. The suspected abuse is reported to the police department and to Child Protective Services within 24 hours and a written "Suspected Child Abuse Report" is completed and sent within the required three days. Plans are developed to assure on-going monitoring of the student. School staff members work closely with police and Child Protective Services with follow up actions as needed.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained by the Principal.

B. Employee Training

Yearly, the entire staff has training and/or review of the following safety procedures: child abuse reporting, blood borne pathogens, disaster and crisis drills and SB198 Safety in the Workplace. Training in first aid and CPR are offered twice yearly. Updated training on sexual harassment awareness and reporting has been scheduled for next September.

C. Disaster Procedures, Routine and Emergency

The district maintains a disaster plan and emergency procedures at each school site which are updated annually. Monthly fire drills, semi-annual earthquake preparedness drills and secure the classroom drills are conducted. An agent from the Sonoma County Office of Education Safety Services and the local fire protection agency evaluate the procedures used and provide feedback regarding emergency planning. Every year the district offers training in CPR and first aid to all district employees.

D. Policies regarding actions which would lead to suspension and/or expulsion

It is the intent of the governing board to maintain a safe learning environment for all students. Disciplinary actions are conducted in a manner consistent with federal law, the Education Code of California, governing board policies, and district administrative rules and regulations. With regard to student discipline, school staff adheres to the procedures set forth in each school's Parent and Student Handbook.

When suspension is necessary, due process is followed. If the suspension involves a special education student, administrators adhere to IDEA guidelines regarding student discipline.

E. Procedures to notify teachers of dangerous pupils

As students enroll in the district, school Office Managers contact previous schools to request cumulative records. When the cumulative record arrives at the school the principal reviews the file, and informs the receiving teacher in writing of any potentially dangerous student behaviors. For students who are already enrolled in the school district, student placement cards are provided by the previous teacher. These cards contain information about student behavior, academic progress, and any other information

relevant to student performance. Teachers of students who are suspended from school are given written notification of the suspension and copies are placed in the student's cumulative record file.

F. Sexual Harassment Policy

Sexual harassment of any student or employee by another person is prohibited. The district updates annually and distributes to all employees and parents the policies prohibiting student to student sexual harassment and distributes to all employees policies prohibiting employee to employee or employee to student sexual harassment.

Staff members are instructed about the definition of sexual harassment and reporting procedures. Students are directed to immediately report incidents of harassment sexual or otherwise, to an adult (parent, teacher, instructional assistant, or administrator). All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Conflict resolution and discussion among the parties involved, when appropriate.
2. Student counseling and education, when appropriate.
3. A report to the police or Child Protective Services as appropriate by law.
4. Student disciplinary actions which may include placing on a behavior contract, other appropriate means of corrections, suspension, or a recommendation for expulsion.
5. Employee disciplinary action is described in policy, State Law, and Ed. Code.

District policy and State law related to sexual harassment of students or employees requires the following:

1. Posting the district's sexual harassment policy in a prominent location at each school.
2. Notifying the staff, students, and parents of the sexual harassment policy each school year or at the time of enrollment.
3. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students or employees as they enroll or are hired.
4. Including the sexual harassment policy in school and district publications.
5. Taking appropriate administrative actions to reinforce the district policy by providing staff in-service and student instruction and/or counseling.
6. Directing that teacher-led discussions be conducted on this policy with students in "age-appropriate ways" and assuring students in that discussion that they need not endure any form of sexual harassment.

Students and/or their parents and employees can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment.

G. School-wide dress code

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board when dress is reasonable, appropriate, and consistent with the behavioral expectations and safety procedures at the school. Restrictions on student dress will be imposed when a student's clothing presents a health or safety hazard or a distraction that would interfere with the educational process. The following guidelines govern student attire in our district:

Clothing, especially T-shirts and jewelry, shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, gang affiliated, or sexually suggestive. Clothing which advocates racial, ethnic, or religious prejudice or the use of drugs and alcohol is also prohibited.

Reasonable dress and grooming regulations may also be established by the principals for extracurricular or other special school activities.

The dress standards are shared with students and parents in each site's Parent and Student Handbook.

H. Procedures for safe ingress and egress of pupils

The school site Parent and Student Handbook defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. The Safe Routes to School Program and the Santa Rosa Police Department provide education about pedestrian and bicycle safety. The Principal's newsletters provide frequent reminders about traffic and campus safety.

At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of pupils. Yard supervision is provided by teachers 25 minutes prior to the start of school. Adult supervision is also provided during dismissal.

Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department may be contacted.

I. Safe and orderly environment conducive to learning at school and rules and procedures on school discipline

Classroom teachers maintain classrooms which are conducive to learning. A variety of classroom management strategies are employed. The Parent and Student Handbook address all aspects of student behavior at school. Students are made aware of expectations for their behavior both in the classrooms and on the yard. The Parent and Student Handbook is sent home with each child, and parents review this document with their children. Students and their parents sign a code of conduct, which is kept by the child's teacher for the duration of the school year. As new students enroll in the district, copies of these documents are given to them and to their families.

J. Condition of the School Facilities

School Facility Conditions -- Results of Inspection and Evaluation, November 2014

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Strategies and programs that provide and maintain a positive school climate and maintain a safe, clean physical environment

School safety is enhanced when a caring school environment is created and maintained. Students need to feel wanted and needed. The following components of our schools' basic programs help to provide this caring environment.

Character Education, Citizenship and Merit Programs

All three sites have a character/citizenship education program. At R. L. Stevens School, we conduct weekly Friday morning assemblies at which we recognize students who demonstrate positive character attributes and good citizenship. A Student of the Week is recognized and awarded, as are ten other students who, during the previous week, earned Dolphin Cards for being observed using behavior that is safe, responsible and respectful. We also recognize students who have had polite cafeteria and classroom behavior. Four first through third grade and four fourth through sixth grade students are invited each Wednesday to have lunch with the Principal at the Courtesy Café. A Diligent Dolphin Award is given periodically to a student in recognition of exceptional effort and continual progress. Weekly assemblies also provide a format for discussing pertinent behavior and safety issues. During the week, students who reach important milestones in academics or behavior are sent to the principal's office for a positive phone call to parents and to sign the "Principal's Purple Book". Sanctioning these positive behaviors helps the school to create and maintain high standards for behavior that contribute to a safer and more caring school climate.

Discipline Policies

Each of our schools has developed and articulated discipline plans for student behavior. These plans are developed jointly with teachers and parents and amended as needed. The Parent and Student Handbook spells out the expectations for student behavior, school rules, and the procedures for student discipline.

Languages

Effective schools recognize that students who are learning English need additional help such as tutors, buddies, and, in some cases, bilingual materials. Every effort is made to provide Spanish-speaking buddies (or any other pairing of students who speak the same language other than English) to new students who speak only Spanish. Their parents need to be made to feel a part of the school as well. Personnel in the office and/or the principal at each site speak Spanish and attempt to make school a welcoming place not only for English speaking families but for speakers of other languages as well. All school notices are translated into Spanish.

Staff Development

School safety procedures training is provided yearly to all certificated and classified staff. Disaster plans are practiced regularly. Staff development on Disaster Preparedness, including the use of fire extinguishers, and a walk-through on how to use the gas and electrical shut-off have been presented. Red Cross First Aide/CPR training is offered at the beginning of each school year.

Buddy Systems

At all three sites, students participate in a "buddy program" which teams older and younger students at certain grade levels. This helps to build a sense of community in the school, develops a sense of competence and instills empathy in older students, and gives younger students role models for caring and helping.

Toolbox

This social-emotional learning and resilience program teaches students in grades K-6 skills that help them discover the "rich resources" they have inside of themselves to solve conflicts, build healthy relationships, develop empathy, and have self-awareness. It teaches students to have mutual respect based on non-violence, non-judgment and acceptance of our differences. The Toolbox tool of the month is reviewed at each weekly assembly.

Positive Action

This social skills program promotes an intrinsic interest in learning and encourages cooperation among students by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you take positive actions.

Anti-Graffiti Program

Students in grades 4-6 periodically receive classroom presentations put on by the Santa Rosa Police Department Graffiti Abatement Program. This preventative approach allows students to think critically about graffiti vandalism and its effects on neighborhoods and the school community.

G.A.T.E.

A gifted and talented program is conducted at all sites. This year at RLS, a class entitled "Time to Invent" was taught by a credentialed district teacher and another class called "Mechanical Engineering" was provided through NorthBay Engineering for Kids.

Sewing Club/Library Stitchers

There are opportunities for students to participate weekly in this lunchtime club led by our Library Manager.

Music

Classroom music is provided weekly to all primary and upper grade classes by credentialed music teachers. There are opportunities for students in the fourth through sixth grade who show the interest and commitment to participate in band as well.

After School Program

As Title I schools, Wright Charter School and R. L. Stevens currently participate in the CalSERVES/AmeriCorps Tutoring and After-School Program. Students in grades 1-6 are provided with small group tutoring and with valuable recreational and academic activities that keep them actively engaged at school until 6:00 p.m. every day.

Project Scholars

As Title I schools, Wright Charter School and R. L. Stevens School participate in a small group academic tutoring program sponsored by CalSERVES/AmeriCorps.

Schools of Hope

R.L. Stevens School participates in a volunteer reading program for students in grades first and second which is sponsored by the United Way.

Extended Kindergarten

Beginning after Labor Day, all kindergarten students who are deemed ready receive the benefit of an extended day. Selected Kindergarten students also participate in an after school intervention program designed to promote readiness and success in first grade.

Reading and Math Intervention Program

R. L. Stevens offers reading and math intervention classes taught by credentialed teachers to identified groups of second-sixth graders. These groups offer extra support and practice to reinforce basic skills. Classes are offered two times a week for forty-five minutes either before or after school.

Kindergarten teachers also provide intervention to identified first grade students after the Kindergarten day has concluded.

Sports Teams

Schools regularly promote participation in inter-district sports teams for both girls and boys in grades 4-6.

Library

Extended morning library hours are offered at R. L. Stevens School to encourage reading, homework completion and participation in engaging activities such as chess and other board games.

School Volunteers

The school encourages parents and community members to volunteer in classrooms, on field trips and at school events. The Board has a policy (BP 1240) and administrative regulations which establish procedures to protect the safety of students and adults, including a volunteer Code of Conduct.

The Physical Environment

The second component of a safe school deals with everything about the school's physical environment. The following attributes of the physical environment at Wright District schools contribute to our school's safety.

- Classrooms and furnishings at all three sites are attractive and comfortable. This helps students keep engaged in their instruction and communicates to them that school is a special place and that the adults are glad that the students are there.
- The campuses at Wright District schools are clean, nicely landscaped and spacious. Adequate protection from falls from recreational equipment is provided and monitored closely. Students have adequate space and equipment with which to play at recess time, which helps keep them productively occupied.
- Custodians and maintenance staff remove graffiti as soon as it is observed and repair damage from vandalism immediately.

Action Planning

Action is planned and taken as the need arises. Annual review of this plan helps both the School Site Council and Board of Trustees focus on school safety and suggest additional ways to make our schools safer. In addition, following each emergency and disaster drill, meetings are held with faculty to determine ways to improve emergency procedures. Our principals lead on-going efforts to increase school safety at their school sites. The School Climate Survey results will inform decisions about what safety issues need to be addressed.

The District Safety Committee, comprised of representatives from each site as well as District Maintenance staff, meets at least semi-annually to evaluate safety needs and address solutions.