

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

SCHOOL SAFETY PLAN

Plan reviewed & approved by:

J.X. Wilson School Site Council

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- A. District Policies regarding safety
- B. Disaster procedures, routines, and emergency preparedness
- C. Parent Handbook
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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.”

Excerpt 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 encourages every child to work to his or her potential, builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children.

Wright Elementary School District shall provide opportunities for children to develop personal and civic responsibility, self-discipline, necessary skills for economic independence, and a positive code of ethics supported by the community at large.

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 to function responsibly in society and to envision 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.” California Constitution, Article 1, 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 the District Office and at each school site.

II. Assessment of the Current Status of School Crime and School Safety

The schools in the Wright Elementary School District are generally safe. There are some minor student to student incidents of fighting, which are handled per each site's student discipline procedures. There are 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 Earthquake and Disaster Preparedness, parking lot and traffic safety, bully prevention, facilities upgrades. Staff development has been provided in the areas of First/Aid C.P.R. techniques, Sexual Harassment, cafeteria discipline, demonstration of emergency procedures (e.g. gas shut-off, use of fire extinguishers) and mandatory C.P.S. (Child Protective Services) reporting procedures.

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 fights 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 one 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 2012-2013:

	J.X. Wilson School	R.L. Stevens School	Wright Charter School
Number and types of crimes reported	0	0	0
Cost of vandalism	N/A	N/A	N/A

Enrollment and Average Daily Attendance for 2012-2013:

	J.X. Wilson School	R.L. Stevens School	Wright Charter School
Enrollment	587	557	475
ADA	556.15	523.67	465.58
%	94.74%	94.02%	98.02%

Suspensions and Expulsions: 2012-2013

	School	District
Number of Suspensions	5	29
Rate of Suspensions	.5	1.6
Number of Expulsions	0	0
Rate of Expulsions	0	0

Results of Parent Satisfaction Survey

The latest Parent Satisfaction Survey was administered in May, 2013. The results to the question regarding the learning environment at J.X. Wilson follow:

% of Parents Responding “Yes”:

Our school is safe and respectful for students and staff	96%
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Results of Teacher School Climate Survey

Certificated staff members completed the online School Climate Survey in the fall of 2011 as part of the state’s “Healthy Kids” study bi-annual study. The following results are based on teachers’ anonymous responses to two safety questions on the survey.

% of Certificated Staff Responding “Yes”:

Our school is safe place for students	100%
Our school is a safe place for staff	95%

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms.

Results of Inspection and Evaluation

November, 2013

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.

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		

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
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		

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

Child Abuse Reporting Procedures

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

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 Child Protective Services as soon as possible, and a written report is completed and sent within the required 36 hours. Additionally, when there is immediate danger to the child or if parental neglect or exposure to domestic violence is suspected, the local police department is called to conduct a welfare check of the home. Plans are developed to assure on-going monitoring of the student or students involved. 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.

Employee Training

Yearly the entire staff receives training and/or reviews the following safety procedures: Sexual Harassment, child abuse reporting, blood borne pathogens, disaster and crisis drills, and SB 198 Safety in the Workplace. Staff development has been provided in the areas of cafeteria discipline, bullying prevention, and non-verbal, positive classroom management strategies as well. First aid and C.P.R. training is offered once or twice annually to all district employees.

Routine and Emergency Disaster Procedures

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 “lockdown” 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.

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 California Education Code, governing board policies, and district administrative rules and regulations. With regard to student discipline, school staff adhere to the procedures set forth in each school’s Student Handbook and Parent Handbook.

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

Procedures to Notify Teachers of Dangerous Pupils

As student 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 other information relevant to student performance. When a student is suspended for any offense, the teacher of the student receives a copy of the suspension notice, and a copy is put in the cumulative file as well.

Sexual Harassment Policy

Sexual harassment of any student or employee by another person is prohibited. The district policy prohibiting student to student sexual harassment is distributed annually to all employees, parents, and students. The district policy prohibiting employee to employee or employee to student sexual harassment is also distributed annually to all employees.

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 the appropriate administrative actions to reinforce the district policy by providing staff inservice 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.

Staff members are provided training annually regarding 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 determines the 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 the offending student on a behavior contract, other appropriate means of correction, suspension, or a recommendation for expulsion.
5. Employee disciplinary action is described in policy, State Law, and California Ed. Code.

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

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 the 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 site principal for extracurricular or other special school activities.

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

Procedures for Safe Ingress and Egress of Pupils

The school site Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. The Santa Rosa Police Department has provided assemblies on bicycle safety. In addition, the principals' school 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 students. There are contracted crossing guards provided both before and after school to ensure that students can safely cross major streets, and the principal maintains contact with them to identify and solve any traffic safety issues. Yard supervision is provided by teachers 10 minutes prior to the start of school. Adult supervision is also provided at the end of the day when students are waiting to be picked up.

Staff members are vigilant about visitors on campus, and all school guests are asked 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 is contacted.

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 (1240) and administrative regulations which establish procedures to protect the safety of students and adults, including a volunteer Code of Conduct.

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 other classroom management strategies are employed. Student Handbooks address all aspects of student behavior at school. Students are made aware of their rights and their responsibilities as students, and the expectations for their behavior both in the classroom and on the yard. The Student Handbook is sent home with each child, and parents review this document with their children. Students and their parents sign that they have read and understand the school rules and the consequences for breaking them. In addition, information about student discipline is repeated in the Parent Handbook.

As new students enroll in the district, copies of these documents are given to their families.

IV. Strategies and Programs That Provide and Maintain a Positive School Climate and Maintain a Safe, Clean Physical Environment.

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

Character Education, Citizenship and Merit Programs

Classroom and school-wide policies and programs promote character education, good citizenship and the core values of respect, trustworthiness, responsibility, caring, and fairness. Our school motto is, "J.X. Wilson School is a Caring and Considerate Community," There is a school-wide, systematic program in place that acknowledges and rewards positive behavior choices. Indeed, at JX we strive to provide positive feedback and acknowledgement to students for things that they're doing right four times as often as we provide corrective or negative feedback.

The following strategies are used to both encourage and recognize cooperative and positive behavior both in the classroom and on the playground:

- A school-wide C.A.R.E. motto, accompanied by a signed pledge from students and their parents to uphold four (4) positive habits for school success: **C**ooperation, **A**wesome attitude, **R**esponsibility, and **E**mpathy & Kindness.
- Frequent positive recognition and reinforcement (praise)
- Recognition slips given by all staff members to students who demonstrate the positive school behaviors embodied in the C.A.R.E. motto and pledge.
- "Thank you" slips given out daily in the cafeteria, with weekly "Wizard of the Week" reward drawings for positive lunchroom behavior.
- Regularly- scheduled "Wizard Award" merit assemblies, recognizing students who best-exemplify one of the specific Positive Habits for School Success from the C.A.R.E. Program and for perfect or excellent attendance.
- Weekly "Go Home" Folders
- Positive behavior and self-esteem are also supported by various classroom strategies such as Tribes, Class Meetings, and other programs.
- A Student Council in which students take on leadership roles in promoting positive, pro-social behavior through activities and by example.
- All teachers, as well as yard duty staff, have been trained in "The Toolbox Project" curriculum, which teaches students how to identify and use internal strengths and positive strategies to deal constructively with social-emotional issues between peers.

Discipline Policies

There are well-developed and articulated discipline plans for student behavior. Both the Parent Handbook and the Student Handbook spell out the expectations for student behavior, school rules, and the procedures for student discipline.

Student discipline is handled fairly and effectively. The first day of school students receive their Student Handbooks, which explains their rights and responsibilities as students, the behavioral expectations at JX, school rules, and the discipline system. The Parent Handbook, which also contains important information regarding student discipline, sent home the first week as well. Teachers go over the Student Handbook with their class and then students take it home to go over with their parents. Parents and students then sign and return the last page of the handbook, acknowledging their commitment to uphold the behavioral expectations at JX.

There is a system in place to recognize and reward students for the positive choices they make with merit slips that are generously given out by all the adults at JX. If students make poor behavioral choices there are clear and consistent consequences. When students do not follow school rules teachers, IAs and yard duty supervisors note it with a written “Notice of Unsatisfactory Conduct”, which students have to sign and take home for their parents to sign.

For more serious or numerous offenses, students are sent to the principal, who discusses the behavior in a conference with the student and documents the incident on a written Discipline Slip, which is sent home for the parent to sign. Three of these Discipline Slips in a trimester results in student suspension, either in school or at home, for the 4th infraction, depending on the nature of the offense. Students are automatically suspended from school for serious violations such as the possession of weapons, drugs, or physical assault.

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 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 staff members. In addition, staff development in positive school-wide behavioral management techniques has been offered to both certificated and classified staff.

Buddy Systems

Students participate in the “buddy” program, in which students in the older grades are teamed with the youngest students. This helps to build a sense of community in the school, develops a sense of competence, and instills empathy in the 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.

“Safe Routes to School” Program

The newly-implemented “Safe Routes to School” Program, funded by a three-year grant, provides information, encouragement and support for students to walk and bike safely to and from school. Assistance is provided in both the planning and organizing of regular “Walk and Roll to School” days during the year, as well as funding for student incentives and prizes. In-class instruction on bike and pedestrian safety, as well as a “Bike Rodeo” are also provided for students in grades 2, 4 & 5.

“Active Recess” Program

This year a new, two-year mini-grant through the County Health Department has provided the funding to bring in a trained, “Active Recess” coach during the lunch hour 4 days per week. The coach teaches the students new games and skills, and promotes healthy physical activity while also fostering pro-social teamwork and good sportsmanship.

Student Council & G.A.T.E.

The Student Council at each site encourages leadership and promotes school-wide projects aimed at community-building, school spirit, teamwork, and altruism. Yearly the council sponsors the Holiday Canned Goods Drive. The “Gifted and Talented Education” Program, which encourages leadership and teamwork, is conducted at each site.

Music Program

Fourth through sixth grade students receive 30 minutes of classroom music instruction weekly, with a credentialed music teacher. There are also opportunities for 5th and 6th grade students to participate in band for those students showing interest and commitment. In addition, the “Move Over Mozart” piano program is offered after school.

Academic Intervention Programs

Reading Intervention Programs are offered to students in grades 1 – 6 who are struggling to meet grade level standards in Reading. In the primary grades the program is offered during the regular school day, four days per week. Small groups of students meet with trained instructional assistants to work on decoding, fluency, and comprehension skills. In grades 4 – 6 the program is offered after the school day, three days per week for one hour. Students are assigned to groups based on academic needs in the areas of reading fluency, comprehension, and language skills. Additionally, during the winter trimester, an Extra Math Support class is offered after school twice a week for students in grades 3 – 6 who are struggling in math. Certificated teachers also work beyond the school day, before and after school, to provide additional academic intervention services to students in math and reading.

Extended Kindergarten

Selected Kindergarten students, many of whom need a “boost” or extra support net, receive extended instruction beyond the regular Kindergarten day. In this program, the Kindergarten teachers provide

them with more intense, small group and individualized help to strengthen their literacy skills and promote their academic success.

Modified Calendar with “Power Weeks”

The J.X. Wilson School academic calendar has been modified, in an effort to lessen the impact of a long summer and potential “Summer Learning Loss” as well as provide concentrated weeks of remedial instruction/intervention during the school year instead of through a traditional summer school model. School starts earlier in August, and there is a one-week Fall Break the first week of October in addition to the traditional Winter and Spring Breaks, and both the Fall Break and the Spring Break are followed immediately by a one-week “Power Week” for struggling students at each grade level. “Power Weeks” consist of half-day classes, with approximately 20 identified students at each grade level, taught by a regular classroom teacher, and with added support from an Instructional Assistant.

Sports Teams

There are inter-district sports teams for both boys and girls in grades 4 – 6.

The Physical Environment

Another component of a safe school deals with the school’s physical environment. The following attributes of the physical environment contribute to our school’s safety.

Classrooms and furnishings 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 campus is 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 possible, and repair damage from vandalism immediately.

Students take part in helping to keep the cafeteria clean and safe. “Spot checkers” in each 1st – 6th grade class take turns wiping down the tables after lunch every day, and members of the “green team” monitor the dumping of trash and cleaning of lunch trays.

Action Planning

Action, based on the ongoing evaluation of safety issues, is planned and taken as the need arises. The District Safety Committee, comprised of representatives from each site as well as District Maintenance Staff, meets semi-annually to evaluate safety needs and address solutions. Annual review of this School Safety Plan helps both the School Site Council and the 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 and staff to determine ways to improve emergency preparedness and procedures. Principals lead on-going efforts to increase school safety at their respective school sites.