

COMPREHENSIVE SCHOOL SAFETY PLAN

2018-2019 SCHOOL YEAR

PACIFIC UNION SCHOOL DISTRICT

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This plan is available for public inspection during regular business hours.

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Committee Members

The undersigned members of the Pacific Union School Safety Committee have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Karla K. Darnall

Superintendent/Principal

Date

Tami Davies-Hughes

Teacher Representative

Date

Alyse Nichols

Associate Principal

Date

Susan Moxon

Classified Employee Representative

Date

Loren Collins

Parent

Date

Gregory Pope

School Resource Officer, Arcata Police Department

Date

Ed Laidlaw

Arcata Fire District

Date

Safe School Vision Statement

Senate Bill 187:

Comprehensive School Safety Plan Purpose: The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation. The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. The school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review in the main school office. In addition, the Safety Plan is available on the District website: pacificunionschool.org.

The vision of the Pacific Union School District is to provide a safe, orderly, and secure environment conducive to learning. This is an environment in which pupils will be safe from physical, social, and psychological harm. The school will work collaboratively with the District office and governing Board to identify, establish, and implement strategies and programs to comply with school safety laws.

The foundation of our vision is that “my school” is shared with all students, staff, parents, and community. The school is working collaboratively with parents, pupils, teachers, administrators, counselors, law enforcement, and community agencies to promote our feeling of community.

Pacific Union School continues its development of an academic program that focuses on high expectations of student behavior and performance in all aspects of the school experience.

The Pacific Union School District's Comprehensive School Safety Plan has the following goals:

- To help our community create a school atmosphere that is safe, respectful, fair, and conducive to learning;
- To prepare ourselves to respond calmly and competently to any possible disaster, always prioritizing the safety and well-being of our students and staff; and
- To comply fully with all requirements of the California Education Code.

Data Analysis

Data were collected from the following sources:

- Behavior Tracking Form Data from School Wide Information System (SWIS)
- Suspension and Expulsion Data from CALPADS
- CA Healthy Kids Survey
- CDE Dashboard

Discipline Data for 2015-2016 - 2018 -2019

	2015-16	2016-17	2017-18	2018-19
Discipline actions resulting in suspensions	45	12	21	12
Discipline actions resulting in expulsions	0	0	0	0
Chronic Absenteeism Rate	--	--	7.2	--
Discipline referrals for abusive language, disrespect, harassment, and bullying	182	50	92	44
Discipline referrals for fighting and physical aggression	209	183	182	44
Discipline referrals for substance abuse	6	0	0	2
All other discipline referrals	422	90	124	106
Total discipline referrals	819	323	398	195

California Healthy Kids Survey Data

California Healthy Kids Survey Summary of Key Indicators of School Climate and Well Being: The following data are the key safety and school connectedness indicators from the 2016-17 California Healthy Kids Survey. The percentages represent the district responses for 7th grade.

School Environment Scales (Numbers represent % of High/Moderate/Low responses)

Total school supports - 46/39/15

Caring adults in school - 51/37/12

High expectations-adults in school - 61/37/2

Meaningful participation at school - 10/49/41

School Connectedness - 63/24/12

Perceived Safety at School - Very safe 17%, Safe 51%, Neither safe nor unsafe 17%, Unsafe 12%, Very unsafe 2%

The areas of greatest need under perceived safety were "Experienced any harassment or bullying" with 37% of students experiencing one or more instances in the past 30 days, "Had mean rumors or lies spread about you" with 58% of students experiencing one or more instances in the

past 30 days, and "Been made fun of, insulted, or called names" with 51% of students experiencing one or more instances in the past 30 days.

The percentages represent the district responses for 5th grade.

School Environment Scales (Numbers represent % of High/Moderate/Low responses)

Total school supports - 60/38/2

Caring adults in school - 68/32/0

High expectations-adults in school - 61/37/2

Meaningful participation at school - 66/44/0

School Connectedness - 62/38/0

Perceived Safety at School - All of the time 40%, Most of the time 48%, Some of the time 10%, Never 2%

The areas of greatest need under perceived safety were "Being hit or pushed" with 49% of students experiencing one or more instances in the past 30 days, "Been called bad names or had mean jokes made about you " with 60% of students experiencing one or more instances in the past 30 days.

Pacific Union has decreased the number of students who received a behavior tracking form or office referral each year for the past four years. Based on the data, our goals are to continue decreasing incidences of physical and verbal aggression. We are taking the following steps to do this.

- Continue working with the behaviorist to develop and implement behavior plans for students. The behaviorist will also provide professional development to teachers and support staff as to how to best work with these students.
- Continue moving towards a restorative model of discipline, increasing the percentage of teachers trained in Restorative Practices.
- Implement the Paths social emotional curriculum in the TK-2nd grade classes, and explore effective social emotional curriculum for 3-5th and 6-7th grades.
- Devote a portion of our school counselor's day to providing therapeutic breaks for students who are struggling with regulation.
- Continue implementing the Positive Behavior Interventions and Supports (PBIS) behavior model, refining the matrix of consequences to become more effective and meaningful to students.
- Provide 2 days of Trauma Informed Practice professional development to all classified and certificated staff.
- Provide ongoing training on supervision, management, and restorative practices to classified staff who work with students during unstructured times such as recess and after school.

Child Abuse Reporting Procedures

(EC 32282(a)[2](A); EC 44691; PC PC1165.5; PC11167.7; PC 11166)

All school staff are trained in Child Abuse Reporting Procedures annually, using the Keenan and Associates online training module provided by Keenan SafeSchools. All school staff actively monitor the safety and welfare of all students, and all are aware of their mandated reporter status. Staff members understand their responsibility as child care custodians and immediately report all cases of known and suspected child abuse to Child Welfare Services and to the Associate Principal or the Superintendent/Principal. The Child Abuse Reporting Form and Instructions can be found on the following page.

For Further Reference

- California Department of Education Resources: <https://www.cde.ca.gov/ls/ss/ap/>
- Child Welfare Services Resources: <https://humboldt.gov.org/533/Reporting-Child-Abuse>
- District Board Policy and Administrative Regulations
 - BP 5141.4 (a-b)
 - AR 5141.4 (a-g)



SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS <small>Street City Zip</small>			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS <small>Street City Zip</small>		DATE/TIME OF PHONE CALL			
	OFFICIAL CONTACTED - NAME AND TITLE					TELEPHONE		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS <small>Street City Zip</small>			TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
VICTIM'S SIBLINGS	NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____	2. _____	3. _____	4. _____				
D. INVOLVED PARTIES VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS <small>Street City Zip</small>			HOME PHONE		BUSINESS PHONE		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS <small>Street City Zip</small>			HOME PHONE		BUSINESS PHONE		
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS <small>Street City Zip</small>			TELEPHONE				
	OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)							

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

Disaster/Procedures - Emergency Operations Plan (EOP)

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

The Pacific Union School District Maintains an Emergency Operations Plan (EOP) onsite. Information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and staff drills are conducted as listed below. Maps, procedures, and more information are included in our full EOP.

Under government code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander (District Superintendent/Principal or designee). Annually, Pacific Union staff complete a Safe School Emergency Plan Assignment survey so the Incident Commander can make the best decisions when assigning staff members to emergency response teams during and after an emergency.

For Further Reference

- District Board Policy and Administrative Regulations
 - BP 3516 (a-b)
 - AR 3516 (a-d)
 - AR 3516.1 (a-b)
 - AR 3516.2 (a-b)
 - AR 3516.3 (a-d)
 - BP 3516.5

Schedule and Documentation of All Drills

Type of Drill	Frequency
Fire/Evacuation	3 times per year
Earthquake (Drop, Cover, Hold On)	3 times per year
Intruder/Lockdown	3 times per year
Student Release Procedure	Tabletop drill with staff, 1 time per year

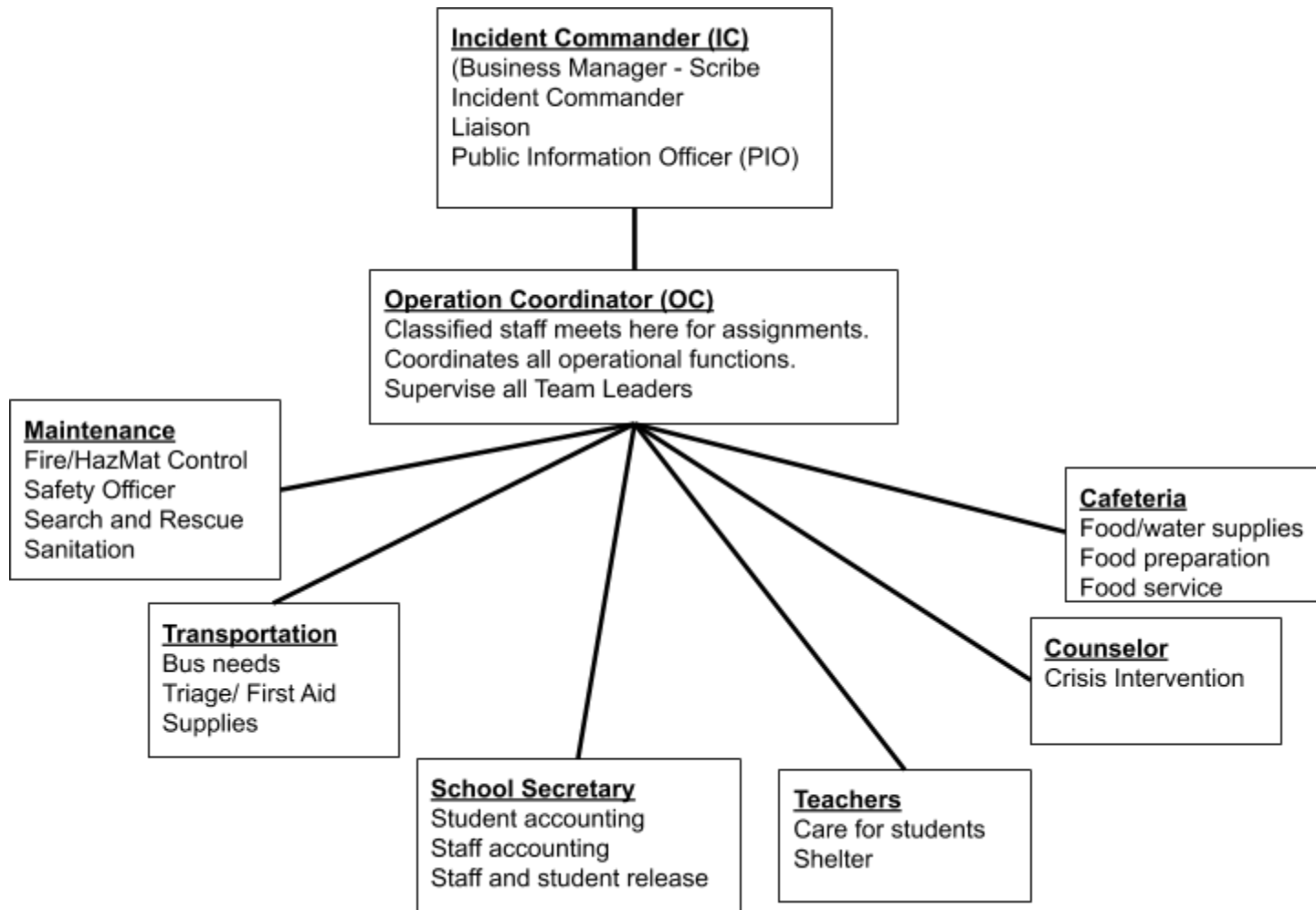
Documentation for the year's drills can be found in the Emergency Preparedness Binder in the Associate Principal's office.

Protective Measures to be Taken Before, During, and After an Earthquake

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

Mitigation	<ul style="list-style-type: none"> ● Assess existing or potential hazards on and off campus. ● Identify non structural hazards on campus and develop a plan of action to address the hazards.
Preparedness	<ul style="list-style-type: none"> ● Establish and train in NIMS/SEMS and ICS ● Conduct drills for students and staff in drop/cover/hold ● Conduct Evacuation drills for students and staff ● Conduct drill for students, staff, and family and the student release procedures ● Coordinate, plan, and train with law enforcement and fire ● Acquire emergency equipment and supplies ● Coordinate with County Crisis Response Teams
Response	<ul style="list-style-type: none"> ● Evacuate buildings and the school campus, if necessary ● Release students as needed ● Initiate search and rescue efforts as needed ● Handle triage, medical aid, and mental health emergencies as needed
Recovery and Reconstruction	<ul style="list-style-type: none"> ● Assess building and campus safety and damage ● Identify contacts for support as needed ● Mobilize the Crisis Response Team needed ● Make plans to relocate classes and other academic business as an alternate site as needed ● Track costs to delineate expenditures ● Debrief ● Update plan as needed

SEMS/NIMS Incident Command System Chart - Including Mental Health



Description of Duties for Incident Command Chart

All Classified Staff should report to the Operations Center immediately! In the event of a large scale event, Law Enforcement and/or Fire will take over IC, and Pacific Union's IC and Operations leaders will report to them.

I. Incident Commander **Superintendent/Principal or Designee (Associate Principal or Transportation Supervisor)

*Business Manager

Classified Staff as assigned

II. Operations **Associate Principal or Designee (Transportation Supervisor or Head of Maintenance)

*Team Leaders:

Maintenance Supervisor (Maintenance Personnel, Classified Staff, as assigned)

Transportation Supervisor (Aftercare Personnel, Staff trained in First Aide)

School Secretary (Attendance Clerk, Classified Staff, as assigned)

Teachers (Parent Volunteers, Classified Staff, as assigned)

School Counselors (Classified Staff, as assigned)

Cafeteria Manager (Kitchen Workers, Classified Staff, as assigned)

Student Release team should assemble as soon as it is possible, as needed.

Assignment Descriptions

I. Incident commander (IC)

Superintendent/Principal or Designee

Open Incident Command Center (ICC). Wear green vest, marked "Liaison". Determine safe shelter area for students. Establish communication with Operations Coordinator. Coordinate all functions.

Responsible for all policy decisions and coordinates all activities. Communicates directly with Humboldt County Office of Education, city, county or Office of Emergency Services (OES).

Collects information from Operations Center (OC) and documents on situation boards. Acts as Public Information Officer (PIO).

Business Manager stays with IC to assist in duties and keep records of events and communication.

II. Operations Chief (OC)

Associate Principal or Designee

Establish Operations Center (Op Center). Identify an assistant (will assist with duties & document all activity). Coordinate all operational functions. Supervise all Team Leaders. Assign classified staff to work with Team Leaders. Report to IC.

Team Leaders:

Maintenance Supervisor-Pick up equipment tub from storage container. Leave container unlocked.

Wear orange vest. Assign teams to:

1. Locate all utilities and turn off as necessary
2. Lock all campus gates
3. Assess the overall safety of the scene. Assess hazardous spill/fire suppression needs & assign personnel as needed. Recommend measures for assuring personnel and student safety.
4. Assess search and locate needs. Search any room that doesn't have a green status card on the door. Mark doors that have been searched with all information. Triage injured victims. Transport injured to first aid area. Provide sanitation facilities.
5. Report all findings to OC.

Transportation Supervisor

1. Pick up equipment tub from storage container. Wear orange vest.
2. Assess transportation needs. Move buses to safe area.
3. Assist with triage as needed.
4. Complete master injury report.
5. Assign teams to:
 - a. Collect all disaster supplies and bring to Op Center.
 - b. Establish first aid area
 - c. Obtain first aid supplies
6. Report to OC.

School Secretary-Student accountability!

1. Take laptop computers.
2. Pass out radios to team leaders.
3. Obtain injury and missing persons reports.
4. Identify absent students.
5. Assign teams to:
 - a. Advise teachers of situation and communicate between teachers and School Secretary
 - b. Obtain Student Release box. Set up Request and Release areas. (See Student Release Instructions)

Teachers

1. Follow emergency procedure for event.
2. Take roll and notify OC of missing or injured students.
3. Check with buddy teacher and help as needed. Buddies teachers: 1/4, 2/3, 5/6, 7/10, 8/9, 13/16, 14/17, 15/music, Library/20, 21/22, 23/24, 25/26, 27/28, 30/31, 32/33, 34/35).
4. Remain in place until further instructions are given.

School Counselor

1. Establish Crisis Intervention area.
2. Notify OC if assistance is needed.
3. Provide information to teachers on what and how to respond to students' questions and needs.
4. Request teachers to refer students to Crisis Center as needed through OC.
5. Assist authorized adults with information if their student is in the first aide or morgue areas.
6. Report to OC.

Cafeteria Manager

1. Establish safe preparation and feeding areas.
2. Assess food storage area and possibly move food to safe, secure location.
3. Obtain emergency water supply, water filter and store in a secure area.
4. Estimate number of students and staff on campus.
5. Serve food and water as needed.
6. Report to OC.

SEMS Designated Areas

COMMAND CENTER

- 1- Superintendent's Office/PCR
- 2- Library
- 3- Bus

CRISIS INTERVENTION AREA

- 1- Room 20
- 2- Library Conference Room
- 3- Bus

OPERATIONS CENTER

- 1- Staff Room
- 2- Music Room
- 3- Bus

CAFETERIA AREA

- 1- MPR
- 2- Gym
- 3- Area between gym & Jr. High

STUDENT REQUEST AREA

- 1- Grass area near flag
- 2- Grass area near sculpture
- 3- Gym
- 4- Community Center Parking Lot

STUDENT RELEASE AREA

- 1- Driveway (north side) at the gate
- 2- Sensory garden near day care/gate
- 3- Room 21
- 4- Community Center Parking Lot

FIRST AID / TREATMENT

- 1- Bus Garage
- 2- Daycare Rooms
- 3- Library

SHELTER

- 1- Classrooms
- 2- Gym
- 3- Garden area & field

Emergency Response Procedures Including Tactical Procedures

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

School Building Disaster Plan - Evacuation Procedures

FIRE-The school fire alarm (intermittent horn) will sound. Everyone will leave the instructional area and go to the basketball court assembly area. The adult in charge should leave a green or red card on the door (green-the room is clear of people and danger or red-there is a person or a dangerous situation in the room). Take emergency backpack. Check with buddy teacher as needed. (See Teacher Assignment Description) If students are at recess or lunch, they should follow the directions of the adult in charge. Close but do not lock classroom and hallway doors. In the assembly area, hold up a green or red card to show the status of your class. Remain in this area until further notice (or until you hear a long continuous bell, signifying it is safe to return).

EARTHQUAKE-The adult in charge is to give the instruction, "Drop, Cover & Hold". Everyone should immediately assume the "drop, cover and hold" position (head tucked and covered by arms, and hands holding on) with backs to windows. When the shaking stops (an intermittent horn will sound in a drill), evacuate the building to the basketball courts assembly area, avoiding hazardous conditions. Leave red or green card on door. Take backpack. Check with buddy teacher as needed. Adult should stay with injured/trapped students if safe. In the assembly area, hold up a red or green card to signify status. Remain in the assembly area until further instructions (or in a drill a long bell when you may return to instruction area.)

SHELTER IN PLACE--

****Active Shooter Scenario***Notify the office immediately at 338 or 339 if: You hear gunshots or you see someone with a weapon.*Office will: Call 911, Announce *"We are in lockdown. The location of the threat is _____* ***RUN – HIDE – FIGHT.*** `` *Keep* the staff updated as they gain more information.

Teachers must use their best judgement as to how to keep their class safest.

If the threat is off campus, the office will alert teachers that they should lock doors and close windows, but may resume classroom activities.

RUN

- *Do not lock the door.
- *Staff member should grab the emergency backpack and phone on the way out.
- *Students should leave everything behind as they evacuate.
- *Designate a responsible student or students to lead the students and the teacher should follow to ensure the class stays together and keeps moving. Pre-assigned buddies should stay together as they run to the evacuation point. Include any students you see along the evacuation route with your class and take them to

Evacuation Sites:

North: Site 1

West: Site 2

South: Site 3

East: Site 4.

HIDE

- *If the threat is close, lock the classroom down: Lock doors, close window coverings, turn off lights, and barricade entrances (furniture or heavy objects).
- *Secure the door closer with a rope or fire hose if possible.
- *Hide under desks for tables. Do not cluster in one area.
- *Identify objects to use to counter threat (fire extinguisher, textbooks, stapler, tape dispenser, book boxes, backpacks, etc.)

FIGHT

- *If the threat comes to your room, counter by throwing objects, screaming and creating chaos.
- *Encourage students to run around and move, and to leave the classroom when able. Students should find the nearest adult for help.

****Dangerous Situation Scenario*** Shelter inside building, doors locked, windows closed and covered.
As the situation resolves, follow Student Release instructions as needed.

Student Release Procedures

If a parent/guardian is able to take the student without going through this process, document the event.

STUDENT REQUEST AREA

1. Set up eight tables with team members to check in requestors
 - a. Team Leader: **Lori Acorn**
 - b. Team Members:
 - c. Translator- **Tammy Davies- Hughes**
Gown Vang (A-B) **Katie Morris (C-D)**
Michael Davidson (E-G) **Kara Thomson (H-J)**
Karen Felt (K-Mc) **Emily Florian (Me-Pi)**
Devany Klein (Po-Si) **Jim Hatchimonji (Sm-W)**
Substitutes- Evan Fontaine/Bonita Peck/Lisa Saria
2. Have runners (assigned from command center) available to retrieve students from the assembly area.
3. When parents/guardians arrive:
 - a. Check ID
 - b. Check to make sure they are on the student emergency card
 - c. Have them sign beside the students name on the student roster
 - d. Fill out at student release card with the students name, class and the name of the person to whom they are being released
 - e. The parent/guardian should be instructed to go to the student release area and wait for their child(ren)
 - f. Give the card to a runner, who will go to the student assembly area or classroom to retrieve the student and take them to the student release area

STUDENT RELEASE AREA

1. Assign staff to watch over students waiting for pick up by parents/guardians.
 - a. Team Leader: **Barbara Hooper** (Substitute: Sophia Pelafigue)
 - b. Team Members:
Sophia Pelafigue (Substitute: Paul Feist)
Gail Zanotti
Elizabeth Simovich
2. Runners will arrive at the student assembly area with the student to be released and the student release card
3. If the student is not in the student assembly area, refer to the Team Leader.
4. If the student is in the Medical Treatment Area escort the parent/guardian to the Crisis Intervention area for consultation
5. If the student is missing, escort the parent/guardian to the Crisis Intervention Area

6. To release the student, check the student release card to match the parent/guardian with the student. Have the parent/guardian sign the card. Keep the card for documentation.

Policies and Procedures with Red Cross for Use of Facilities During an Emergency

Red Cross will use Pacific Union School as a shelter in case of a disaster. Red Cross and Pacific Union School District will renew their MOU annually. Red Cross is responsible for contacting the Superintendent/Principal each year to renew the terms. The Superintendent/Principal will maintain the most recent copy of the most current MOU.

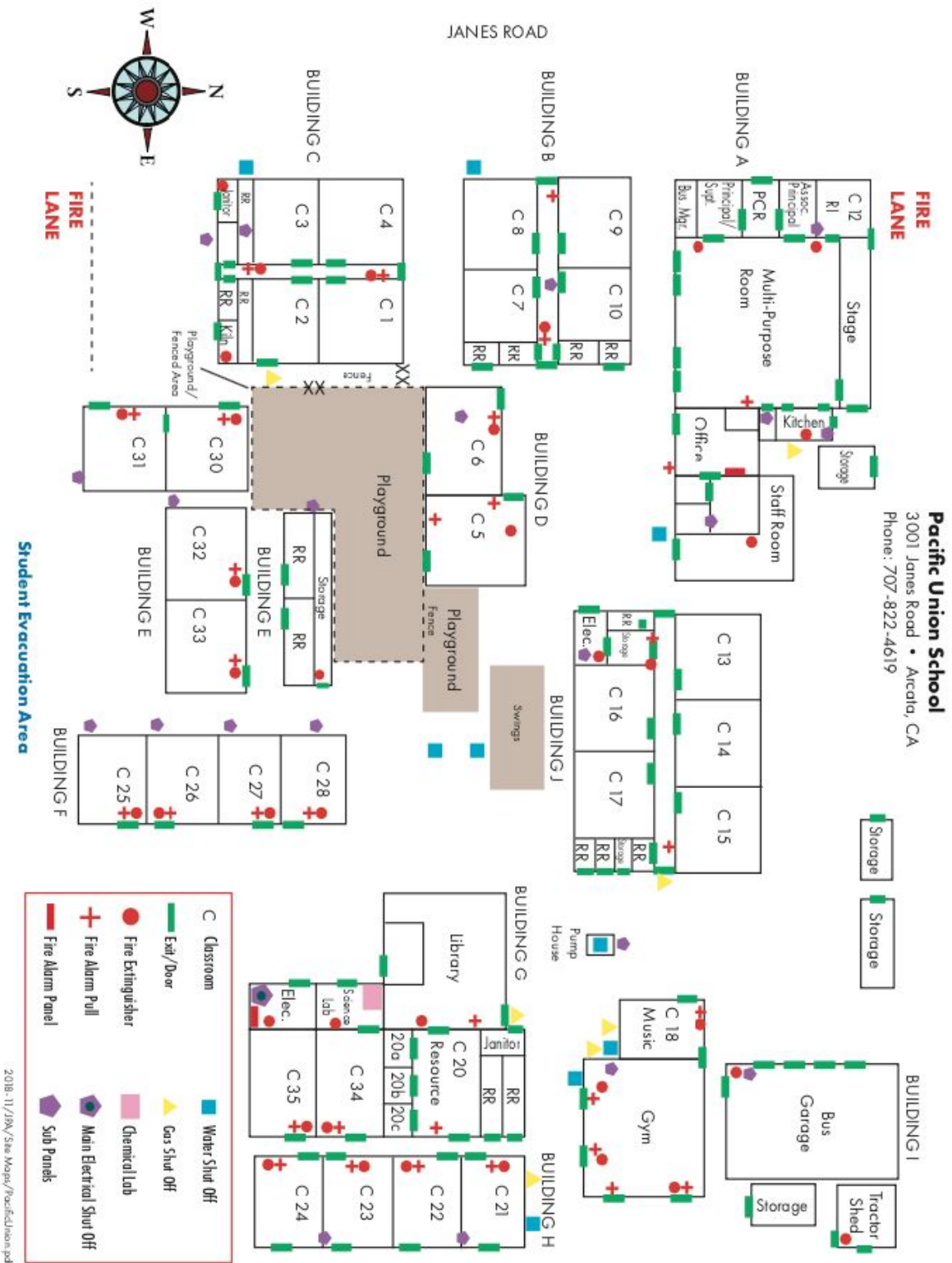
Documentation of Staff Training

- Classified and certificated staff will be trained on all procedures during the teacher duty days before school starts.
- Certificated staff members will debrief at the staff meetings immediately following emergency drills. This allows for immediate feedback and problem solving.
- Classified staff will meet at least once per year with the associate principal to review emergency preparedness procedures.

Procedures for Plan Review by Law Enforcement and Fire Agency

Annually, the associate principal will contact the Arcata Fire Department and the Arcata police department for their input and review of the plan.

School Map - Evacuation Areas and Shut Off Information



Rules and Procedures on School Discipline

For Further Reference

- District Board Policy and Administrative Regulations
 - BP 5144 (a-b)
 - AR 5144 (a-d)
- Student and Parent Handbook and Code of Conduct (<http://www.pacificunionschool.org/conduct/>)
- Schoolwide Expectations (see Appendix A)

All students are held to high standards of behavior and these expectations are made clear through Expectation Station Tours run by each teacher twice per year. The expectations for all school areas are posted and reviewed in the classroom. Pacific Union School practices fair, consistent, and firm administration of discipline under the PBIS and Restorative Practice frameworks. We are hopeful that no students will persist in misbehavior. We realize that Behavior Support Plans may be necessary to assist a student in meeting the behavioral and social expectations at school. We expect that tolerance of others, goodwill between students, and a positive attitude about self and school will make attending Pacific Union a healthy and affirming experience.

When misbehavior occurs, teachers and administration use the following menu of consequences:

First offense or minor offenses

Reminder of rule	Take a break	Fill out a reflection sheet
Spend time in a buddy classroom	Teacher-student conference	

Second - fourth offenses

Take a break	Parent Contact	Fill out a reflection sheet
Spend time in a buddy classroom	Informal behavior goals	Study hall
Behavior tracking form	Community Service	Lunchtime tutoring in
buddy room		

Major offenses or consistent repetition

Behavior Tracking Form meeting	Time in office	Parent-Teacher-Admin
Loss of privileges	Community Services	Suspension

If this does not prove effective, administration, teachers, and the family will work together with special services to create an official plan and supports.

For discipline actions that fall under section 48900 of the CA Education Code for Student Discipline, we will follow the policies dictated.

Suspension and Expulsion Policies

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

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

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

For Further Reference

- District Board Policy and Administrative Regulations
 - BP 5144.1(a-e)
 - AR 5144.1(a-v)
 - AR 5144.2(a-h)
- Student and Parent Handbook and Code of Conduct (<http://www.pacificunionschool.org/conduct/>)

Procedures for Notifying Teachers about Dangerous Pupils

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

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

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, Pacific Union School sends teachers, and relevant support staff an email notification summarizing the incident, and sends a paper copy of the suspension form to the student's homeroom teacher. All information regarding suspension and expulsion is confidential, is not to be shared with any student(s) or parent(s).

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent/Principal regarding students who have engaged in certain criminal conduct. The Superintendent/Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

For Further Reference

- District Board Policy and Administrative Regulations
 - BP 5144.1(a-e)
 - AR 5144.1(a-v)
 - AR 5144.2(a-h)
 - BP 5119

Discrimination, Harassment, and Hate Crime Policies and Procedures

(EC 3228(a)[2](E); EC 234.4)

The Pacific Union School District is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

For Further Reference:

- District Board Policies and Administrative Regulations
 - BP 5145.3 (a-c)
 - BP 5145.7 (a-c)
 - AR 5145.7 (a-d)
 - BP 5145.9 (a-b)
- Uniform complaint procedure and forms
(<http://www.pacificunionschool.org/wp-content/uploads/Uniform-ComplaintE3-1312.4.pdf>)
- Student and Parent Handbook (<http://www.pacificunionschool.org/conduct/>)

If a student or staff member believes he or she is the victim of discrimination, harassment, or hate crimes, the following procedure is established:

1. Any student or staff member who believes that s/he is a victim of hate-motivated behavior shall immediately notify the Superintendent/Principal or the Associate Principal.
2. The Superintendent/Principal will investigate the matter fully. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school related programs or activities.
3. If the complainant believes that the Superintendent/Principal has not remedied the situation, s/he may file a complaint against the appropriate school official in accordance with district complaint procedures.
4. Staff who are informed of hate-motivated behavior or who see such behavior shall notify the Superintendent/Principal.
5. Students who engage in hate-related behavior shall be subject to discipline in accordance with California Education Code and district policy.
6. The Superintendent/Principal shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

Bullying Prevention Policies and Procedures

(EC 234.4)

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

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

At Pacific Union, teachers are being trained in the Restorative Practice model and have begun implementing restorative circles in their classrooms. Additionally, the first grade piloted a social-emotional curriculum which will be implemented in the primary grades during the 2019-2020 school year. When bullying is reported, teachers and administration address the problem, often involving parents.

Older students discuss bullying through their literature and writing assignments, and host assemblies for the school where they teach the younger students about how to be respectful. During the 2019-2020 school year, they will be researching social emotional curriculum to use in their classrooms.

Complaints regarding bullying will be taken seriously and investigated fully by classroom teachers and administration.

For Further Reference:

- District Board Policies and Administrative Regulations for bullying and technology
 - BP 5137(a-c)
 - BP 5138(a-c)
 - BP 5131.2
 - Complaints and Investigation Procedures
- Student and Parent Handbook and Code of Conduct
(<http://www.pacificunionschool.org/conduct/>)

School-Wide Dress Code

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

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities. Students at Pacific Union should not wear clothing that advertises drugs or alcohol or clothing that promotes gang involvement.

Students who attend Pacific Union School are important people. We want our students to develop a sense of personal worth and dignity. Grooming and attire are an important part of children's self image. We believe our dress policy helps students become responsible for and concerned about their personal appearance. Students will not be allowed to wear the following attire:

1. Short shorts and extreme mini-skirts; sagging pants exposing underwear (loose pants require the wearing of a belt).
2. Clothing with suggestive words, obscene pictures, or that display drugs, alcohol, or tobacco products or that advocate racial, ethnic or religious prejudice.
3. Excessive make-up, body marking/tattooing.
4. Bandanas and gang type of clothing.
5. Backless shoes, sandals without heel straps, flip flops or shoes that convert to roller skates.
6. Hats indoors. Hats are allowed during outdoor activities only and must be worn properly.
7. Low plunging necklines, bare midriff, tank tops, halter tops, or beach type apparel.

Clothing must provide for protection, warmth, and modesty. Parents will be notified if the child's apparel is inappropriate and will be required to bring appropriate replacements before the child will be allowed back into the classroom.

For Further Reference:

- District Board Policies and Administrative Regulations
 - BP 5132
 - AR 5132(a-b)
 - BP 5136(a-b)
 - AR 5136(a-c)

Safe Ingress and Egress

(EC 3228(a)[2](G))

Pacific Union School annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations for safe drop off and pick up of students, and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who ride the bus, ride their bikes, are dropped off by adults, and who walk to and from school.

For Further Reference:

- District Board Policies and Administrative Regulations
 - BP 1240(a-d)
 - AR 12400(a-b)
 - BP 1250(a-b)
 - AR 1250(a-b)
 - BP 5112.5
- School site maps including well-marked locations of office and parking and pick up locations and traffic flow patterns during arrival and dismissal
- Student/Parent Handbook

Campus Visitor Policy

Parents are welcome and encouraged to visit the school. When visitors arrive on campus for any reason, (drop off forgotten items, projects, library books, volunteer in a classroom, etc.), they must check in at the school office. No one should go directly to the classroom. Once visitors register at the school office and obtain either a visitor sticker, they will be directed to the appropriate classroom. Before leaving the school, visitors should sign out.

Crossing Guard and Traffic Safety Program

A crossing guard will be stationed at the crosswalk at the north end of the parking lot and at the intersection of Janes Road and Upper Bay Road from 8:00 a.m. - 8:30 a.m. each morning, and during each afternoon dismissal time. Crossing guards will take the online crossing guard training and safety program from Pacific Union School District's insurance company.

All students and adults are to utilize the crosswalks for everyone's safety. When driving in the parking lot, enter from the south end only. The right lane against the curb is for dropping off and picking up students, and drivers may leave their vehicles. The middle lane is intended for parents who wish to wait in their vehicles for students. The left lane is for through traffic only. Drivers may not leave their vehicles from the middle and left lanes. Designated parking spots are also available on the far left side of the parking lot.

Parking is also available for special events in the back of the school near the gym. The medical complex and Mad River Hospital parking lots are not public parking lots. Pacific Union School District intends our driving and parking procedures to be respectful of our neighbors by finding parking in designated areas on the streets and on campus.

Pickup and Dropoff Procedures

Playground supervision begins at school at 7:45 a.m. each morning. Families who drop students of prior to this should register their children in the daycare program. Students may play on the playground or eat breakfast until their classrooms open at 8:00 a.m.. If students arrive on campus after the bell rings at 8:30 a.m., they must check in to the office and get a tardy slip.

School ends for TK - third grade students at 2:15 pm each day and at 2:15 p.m. on Monday and 3:00 p.m. on Tuesday-Friday for fourth - eighth grade students. All students must go directly home unless they are enrolled in the daycare program, an extracurricular activity, or homework club.

Pacific Union is a closed campus. This means that students are not allowed to leave the campus during the school day unless the student brings a note from a parent/guardian to the school office prior to the start of school or their parent/guardian contacts or comes to the school office to complete a Permit to Leave School Grounds form and checks them out. Students who arrive at school after 8:30 a.m. must also check in through the school office.

Students are not allowed to walk home for lunch unless they live within a short walking distance from school and have a completed Permit to Leave School Grounds form on file in the office. Other students may go to lunch with a parent/guardian by completing the proper form at the school office. This form only allows students to go to their own home or to leave campus with their own parent or guardian.

Students must sign out in the office when leaving campus and sign in if they return to school that same day. This procedure applies to all students--whether they are leaving campus one time or are going home for lunch on a regular basis.

Plan for a Safe and Orderly Environment

(EC 3288(a)[2](H))

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

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

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

This section of the Comprehensive School Safety Plan describes steps 4 and 5: setting annual goals for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (the facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two components.

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

Goals and Objectives - Component 1: Social Environment: People and Programs

Goal #1 By March 2020, the PBIS team will create a matrix of consequences and revise its yearly goals. The matrix will be shared with 100% of staff and students.			
Activities and Deadline	Lead	Resources Needed	Monitoring & Evaluation
Administer the SAS to classified and certificated staff - 5/1/19	Alyse Nichols	Staff meeting time Paraprofessional time SAS Survey (funded through MTSS coalition membership) Chromebooks	Monthly meetings of PBIS team Sharing data at staff meetings
Elect new SWIS team members and set meeting dates for the next school year - 5/30/19	Alyse Nichols	Staff Staff meeting time	Administration will have regular oversight
Examine SAS Data to set goals for the coming year - 9/1/19	Alyse Nichols PBIS Team	PBIS Meeting time Consultation time with MTSS Coalition leaders	The Site Committee will evaluate at quarterly meeting
Revise current matrix of consequences and present to staff 12/10/19	Alyse Nichols PBIS Team	PBIS Meeting time Consultation time with MTSS Coalition leaders	
Present matrix of consequence staff and students - 2/10/19	Alyse Nichols PBIS Team	PBIS Meeting time Staff meeting time	

Goals and Objectives - Component 2: Physical Environment: Facilities

<p>Goal #2 (2018 - 2019) The Emergency Response Team Leaders will receive professional development training and all materials for preparedness will be in place</p> <p>1. Emergency Response Team leaders are able to articulate the major details for their roles 2. Each role has a backpack or bucket with necessary materials</p>			
Activities and Deadline	Lead	Resources Needed	Monitoring & Evaluation
<p>Administration and Emergency Response Team Leaders will assemble in the fall to review their specific roles 10/1/19</p>	<p>Alyse Nichols Susan Moxon</p>	<p>PD Time Revised EOP booklets for each team leader</p>	<p>Regular meetings of school safety team and administration Sharing data at staff meetings</p>
<p>Backpacks and buckets for each classroom and team leader are inventoried and replenished. 9/1/19</p>		<p>General fund dollars for supplies Inventory sheet PD time</p>	
<p>School staff will be trained in the EOP 9/1/19 with ongoing refresher courses</p>		<p>PD Time Revised EOP booklets for each staff member</p>	

Monitoring and Communication of the Plan

(EC 322896-32288)

This plan is reviewed, evaluated, and amended as needed each school year by the School Site Council, Board of Trustees, local Law Enforcement, and the local Fire Department. The revised plan is placed on the February regular meeting agenda of the Board of Trustees for public hearing to allow public input before it is adopted. It is available for public inspection at the district office during regular business hours.

How was the previous plan monitored?

The plan was monitored by administration with discussion at PBIS team meetings and School Site Council meetings.

Were changes made to *Ingress and Egress*? If so, reference where these are found.

No changes were made.

What progress was made on *Component 1 (Social Environment)*?

This is the first year of monitoring Component 1. Data will follow next year.

What progress was made on *Component 2 (Facilities)*?

This is the first year of monitoring Component 1. Data will follow next year.

Staff Training and Drills

	Drills	Training
Fire/Evacuation	9/17, 11/29, 12/13, 3/6	8/23, 9/24
Earthquake	10/18, 5/29, 2/11	8/23, 10/22
Lockdown	1/9, 4/8	8/23, 4/8, 5/15
Student Release		

Method for Communicating Plan and Notifying Public

(EC 32288)

DATE OF PUBLIC HEARING: June 6, 2019

The School Site Council or School Safety Planning Committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

- Local Mayor
- Representative of the local school employee association
- A representative of each parent organization at the school site, including the PTO
- A representative of the teacher organization
- A representative of the student body government
- All persons who have indicated they want to be notified.

The School Site Council or School Safety Planning Committee is encouraged to notify, in writing, the following persons and entities, if available of the public meeting:

- A representative of the local churches
- Local civic leaders
- Local business organizations

In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281.

Review of Progress for Last Year: Name Alyse E Nichols Date: April 22, 2019

Most Recent SARC <http://www.pacificunionschool.org/wp-content/uploads/sarc-1819.pdf>

Appendix A: Schoolwide Expectations

Expectation Stations for Pacific Union School

Cafeteria

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Walk. Clean up your area. Empty and stack trays, put your silverware in the buckets..	Sit at the table. Talk quietly to friends at your table. Enter and leave with permission.	Wait for food quietly. Eat your own food. Raise your hand for help. Follow directions. Touch only your food.

Arrival /Dismissal

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Walk. Use the crosswalk. Hands and feet to self. Keep backpacks away from the hallway door.	Walk to where you are supposed to go. TK-3 rd grade students should walk to the front of the school together. Go straight home.	Arrive on time. If you are at school before 8:00, go to the cafeteria until you are dismissed. Keep your backpack with you until the hallway door is open. Wait patiently until the door is unlocked.

Assembly

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Walk there and back. Sit crisscross applesauce or in the bleachers. Sit quietly on your bottom. Keep your hands to yourself.	Participate during an assembly. Clap at the proper cue.	Eyes and ears on the speaker. Listen when someone is speaking. Voice off.

Bathroom

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Wash your hands. Flush the toilet.	Keep the area clean. Report any problems you see.	Take care of the bathroom fixtures and facility. Give others their privacy. Use quiet voices.

Hallway

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Hands at our sides. Eyes look ahead. Walk.	Go where you are supposed to be going.	Quiet voices. Quiet feet.

Waiting in Line

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Keep your body to yourself. Stay in single file. Keep up with the group. Walk and wait on the right side of the hall.	Pay attention to your surroundings. Line up quickly and quietly.	We're all going somewhere together. Be kind in line. Voices off in a learning environment.

Library

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Walk. Keep your hands and feet to yourself.	Take care of materials and books. Put things back where you found them. Use sliders.	3Ws: Walk, whisper, wait patiently. Listen

Friendship Square

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
Walk. Sit down to eat. No kicking, throwing, or batting balls. Use picnic tables/benches appropriately.	Play only designated games: Four Square, Hopscotch, and jump rope. Take care of equipment.	Throw your trash away. Use an appropriate voice volume. Listen to yard staff. Be kind to everyone. Use appropriate language.

Playground

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
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<p>Teacher permission to be in hallways</p> <p>Walk in areas with equipment.</p> <p>Don't jump off or climb upside down on the equipment.</p> <p>Go forward on all equipment.</p> <p>Go up the ladder and down the slide.</p>	<p>Take care of equipment.</p> <p>Keep chips on the ground.</p>	<p>Use appropriate language.</p> <p>Listen to yard staff.</p> <p>Be kind to everyone.</p>
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Field

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
<p>Play tag and chase on the grass areas only.</p> <p>Use a two finger tag when playing.</p> <p>No rough play</p> <p>Play within sight of a supervisor.</p>	<p>Take care of equipment.</p> <p>No more than one or two years grade level differences on teams, unless with a teacher.</p>	<p>Use appropriate language.</p> <p>Listen to yard staff.</p> <p>Be kind to everyone.</p>

Basketball Courts

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
<p>Play only basketball on the basketball courts. Walk around the court during a basketball game.</p>	<p>Take care of equipment.</p>	<p>Use appropriate language.</p> <p>Listen to yard staff.</p> <p>Be kind to everyone.</p>

Swings

We are SAFE	We are RESPONSIBLE	We are RESPECTFUL
<p>Don't jump off the swings.</p> <p>One person on a swing at a time.</p> <p>Sit only on swings</p>	<p>Take care of equipment.</p>	<p>Use appropriate language.</p> <p>Listen to yard staff.</p> <p>Be kind to everyone.</p> <p>Count to 30 if you are waiting for a swing.</p>