Comprehensive School Safety Plan

2021-2022
School Year

School: Weaverville Elementary School
CDS Code: 53-76513-6053821
District: Trinity Alps Unified School District
Address: 3120 State Hwy. #3
Weaverville, CA 96093
Date of Adoption: February 14, 2022
Date of Update: January 4, 2022
Date of Review:
- with Staff August 2021
- with Law Enforcement February 8, 2022
- with Fire Authority February 9, 2022

Approved by:

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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Katie Poburko</td>
<td>Principal</td>
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<tr>
<td>Sarah Sheetz</td>
<td>Parent, President</td>
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<tr>
<td>Dustin Sheet</td>
<td>Teacher</td>
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<td>Darsi Green</td>
<td>Teacher</td>
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<td>Annie Steele</td>
<td>Campus Supervisor</td>
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<tr>
<td>Claire Lindstrand</td>
<td>Parent</td>
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<tr>
<td>Mary Rist</td>
<td>Parent</td>
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<tr>
<td>Mary Roubidoux</td>
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<td>Chasity Odom</td>
<td>Parent</td>
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<tr>
<td>Tori Geist</td>
<td>Teacher</td>
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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of 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 at Weaverville Elementary School.

Safety Plan Vision
It is our vision that Weaverville Elementary School will be a peaceful campus, a place where all people are able to work together with cooperation and respect. The school will be known as a safe place for students to learn in a nurturing environment. Weaverville Elementary School will be a source of pride for the entire community.
Components of the Comprehensive School Safety Plan (EC 32281)

Weaverville Elementary School Safety Committee
Education Code Section 32282 requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the School Site Council. The School Site Council of Weaverville Elementary School during the 2020-21 school year was comprised of the following individuals:

Katie Poburko, Principal
Dustin Sheetz, Teacher
Sarah Sheetz, Parent
Tori Geist, Teacher
Claire Lindstrand, Parent
Darsi Green, Teacher
Chasity Odom, Office Classified Staff
Anna Steele, Campus Supervisor
Mary Rubidoux, Community Member
Mary Rist, Parent

Assessment of School Safety
School safety data sources included:
- Suspension and expulsion
- SWIS reports/AERIES reports
- Student progress reports
- Law enforcement interventions and crime reports
- Staff, student and community surveys
- Property loss, vandalism and insurance reports

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a), items A-I)
It is a priority of the administration and staff that every student be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32228 – 3228.6, 35160, 35160.1, 44806).
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All staff members including para educators, teachers, maintenance staff, cafeteria staff and substitutes are required to complete child abuse training provided by the District approved training. This training provides staff with an overview of law regarding the mandated reporting of child abuse, including who must report and reporting requirements. We also provide indicators and definitions of various forms of child abuse, the impact of abuse on children and child protection. This training takes place prior to the beginning of the start of school and must be completed annually.

BP/AR 5141.4 Child Abuse Prevention and Reporting

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
The Trinity Alps Unified School District will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Weaverville Elementary School Crisis Response plan accomplishes the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for emergency response to a variety of potential hazards and incidents.
- Identifies emergency response training and exercise opportunities for students and staff.

Public Agency Use of School Buildings for Emergency Shelters
Weaverville Elementary School will coordinate with the Trinity County American Red Cross, USFS, Cal Fire or local law enforcement/fire departments for school facility use as a mass care and welfare shelter during an emergency. After a shelter assessment has been conducted, the District Office will take appropriate action on proposed agreements from the American Red Cross.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Curriculum is developed in a way that encourages students to work together through cooperative learning techniques.

BP/AR 5144.1 Suspension and Expulsion/Due Process

Discipline and Consequences:
Weaverville Elementary School provides for the fair and equitable treatment of students facing disciplinary action by affording them not only their due process rights under the law, but by clearly disseminating academic and behavioral expectations and the related consequences to students who choose to deviate from them. Written dissemination of these expectations and consequences occur through the distribution of the "Weaverville Elementary School Student Agreement", "Parent-Student Handbook" and the "Parent's Rights Handbook." Verbal dissemination is accomplished through certificated staff discussions with their class. All staff members are trained by administration to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently. There are existing policies in place regarding behavioral discipline and academic expectations to ensure that staff members follow consistent procedures.

When criminal behavior on school campuses occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities.

Disciplinary policies have been developed jointly by the administrator and classroom teachers at the school. These policies were developed under the belief that positive conflict resolution techniques should be used to avoid unnecessary confrontations, in addition, when misconduct occurs, staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem.
Comprehensive School Safety Plan

3. Other

2. Creation

1. Prohibited

Weaverville Elementary School Student Agreement
BP 4118 Suspension/Disciplinary Action
BP 4218 Dismissal/Suspension/Disciplinary Action
BP/AR 5131 Conduct
BP/AR 5132 Dress & Grooming
BP/AR 5144.1 Suspension and Expulsion/Due Process
BP/AR 5145.7 Sexual Harassment

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Procedures for notifying teachers about dangerous pupils (Education Code Section 35294.2[a][2][D]; 49079)

All teachers employed by the Weaverville Elementary School District are notified about dangerous pupils in accordance with Ed. Code 35294.2[a][2][D] and 49079.

This information is used to develop awareness, assigning appropriate discipline consequences, helps in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Weaverville Elementary School Student Agreement
BP 4118 Suspension/Disciplinary Action
BP 4218 Dismissal/Suspension/Disciplinary Action
BP/AR 5131 Conduct
BP/AR 5132 Dress & Grooming
BP/AR 5144.1 Suspension and Expulsion/Due Process
BP/AR 5145.7 Sexual Harassment

(E) Sexual Harassment Policies (EC 212.6 [b])

All staff including substitutes are are required to complete sexual harassment training/courses. These courses provide staff members with a basic understanding of staff-to-staff sexual harassment as well as strategies to maintain a harassment-free environment in the workplace. Topics covered include defining sexual harassment and sexual harassment in the workplace. The content in this course was designed with care and sensitivity; however, some may find certain topics personally upsetting, especially for survivors of sexual abuse or assault. If you feel the need to talk with someone, please contact your Human Resources Administrator or a related resource in your community.

Sexual harassment policy (Education Code Section 35294.02[a][2][E]; 212.5)

WES Sexual Harassment Policy (AR 5145.7)
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidation, hostile or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

A copy of the district's sexual harassment policy shall:

1. Be included in the notification that is sent to parents/guardians at the beginning of each school year. (Education Code 48980) (cf.5145.6 Notifications Required by Law)
2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.36)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Appropriate attire is to be used in order to keep the school environment purposeful, practical, and meaningful. Student dress and appearance shall not be hazardous to the health and safety of anyone in the school community, nor shall it have a negative effect or be disruptive to the educational process.

Students must be dressed appropriately for school activities and to meet the existing weather conditions. They should have winter boots, hats, gloves, or mittens to wear for outdoor play during the winter season. Also, encourage students to layer sweaters and sweatshirts because of the variation in room temperatures.

The following regulations apply to student dress:
- Footwear must be worn at all times, shoes with heels higher than 2" are not to be worn
- No hoods or sunglasses may be worn in the building during the school day
- No clothing may be worn that depicts any form of illegal activity, advertises a drug or tobacco product or contain obscene writing, profanity, suggestive phrases/pictures, or promotes violence
- No spaghetti straps less than 1”
- State law allows schools to ban all gang-related clothing and styles including: “sagging”, chains, bandannas, headbands.
- Undergarments should not be visible at anytime
- Short and skirt length must be at or below mid-thigh
- Tops must cover the midriff when both hands are extended straight up.
- Students are not to wear costumes, pajamas or slippers except for special dress up days.

Weaverville Elementary School
Suspension/Disciplinary
BP 4118 Suspension/Disciplinary
BP 4218 Dismissal/Suspension/Disciplinary
BP/AR 5131 Conduct
BP/AR 5132 Dress & Grooming
BP/AR 5144.1 Suspension and Expulsion/Due Process
BP/AR 5145.7 Sexual Harassment

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(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Supervision of Students:
School staff work together to maintain a strong presence while students are on campus from the time they arrive in the morning to departure at the end of the day. Weaverville Elementary School noon aides and para educators help with discipline, increases campus supervision and safety, and serve as liaison to parents and the community.

Parents are informed in writing by way of our Family/Student handbook, of the safety rules and procedures for dropping off and picking up their children from school. As students arrive on campus each morning, the principal, teachers on duty, and the campus supervisor monitor the campus, entrance areas, and designated common areas. During recess, teachers and paraprofessionals monitor student activity. During lunch time, noon aides, para professionals, campus supervisor monitor student activity. When students are dismissed at the end of the day, the principal and teachers monitor student behavior as students are picked up by parents/guardians or the school bus. Hand-held radios enhance routine and emergency communication efforts concerning students, staff and campus supervisor. The custodian, school office, noon aides and campus supervisor have hand held radios at all times.

Visitors:
To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. District employees, not assigned to Weaverville Elementary School shall wear appropriate identification badges while on campus conducting business.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Assure a safe and physical environment

Element:
Improve fencing around campus
Improve blacktop on playground and parking lot
Improve material around playground equipment

Opportunity for Improvement:
Campus is located in middle of the town between a major highway and a heavily used side street adjacent to the local public park. The campus has very little fencing allowing visitors to enter the campus without checking into the office.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Improve fencing around campus</td>
<td>Property needs to be surveyed Quote needed for fencing Install fencing during summer break</td>
<td>Site specific general fund budget</td>
<td>District office Maintenance team Administration</td>
<td>Project completed during the Summer of 2021.</td>
</tr>
<tr>
<td>Improve blacktop on Playground and parking lot</td>
<td>Parking lot and playground around basketball hoops show signs of cracking and paint has peeled causing a safety concern</td>
<td>Site specific general fund budget</td>
<td>District office Maintenance team Administration</td>
<td></td>
</tr>
<tr>
<td>Improve material around playground equipment</td>
<td>Remove pea gravel around 4-5 playground equipment and replace it with wood chips</td>
<td>Site specific general fund budget</td>
<td>District office Maintenance team Administration</td>
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Component:
School Wide Social Emotional Learning Curriculum

Element:
Social Emotional Learning

Opportunity for Improvement:
Currently students in TK-5 have access to SEL curriculum. Middle school students do not, and 4th-5th grade students do not seem to be responding well to the current curriculum.

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<th>Objectives</th>
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<th>Evaluation</th>
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<tbody>
<tr>
<td>School Wide SEL curriculum</td>
<td>Purchase SEL curriculum  Train on use of curriculum Collect data on student behavior in SWIS</td>
<td>Tiered intervention plan SEL curriculum training for staff Behavior matrix PBIS training Restorative practices training On site behaviorist</td>
<td>Principal Campus Supervisor Teachers School based counselor Wellness Liaison</td>
<td>SEL curriculum purchased for students 6-8 using MyPath. This curriculum is used during home room for all students. Teachers and administration will continue to monitor the effectiveness of the curriculum. Training on MyPath took place in the Fall of 2021 for all 6-8th grade teachers. TK-5th grade students utilize curriculum based SEL in Success For All. These practices are evaluated during Monthly solution team meetings. Trinity County Office of Education has partnered with WES to house a Wellness Liaison on campus to support PBIS implementation. For the 2021-22 school year, our goal has been to strengthen Tier 1 strategies and build on Tier 2 strategies.</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Classroom training</td>
<td>Curriculum PBIS training Rewards and incentives On site behaviorist</td>
<td>Principal Campus Supervisor Teachers School based counselor Wellness Liaison</td>
<td>On going</td>
</tr>
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</table>
Element:
Assure a safe, respectful, accepting, and emotionally nurturing environment

Opportunity for Improvement:
WES uses PBIS as the framework for school-wide behavior expectations. As we move into our 3rd year, we are in need of more consistent Tier 2 intervention team meetings.

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<th>Objectives</th>
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<th>Evaluation</th>
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<tbody>
<tr>
<td>Establish fair, consistent high expectations for discipline and consequences that are shared throughout the school.</td>
<td>Improve Tier 2 Strategies</td>
<td>SST process On site school based counselor On site Behaviorist Campus Supervisor Wellness Liaison</td>
<td>Principal Campus Supervisor Support from Tier 2 Team Members Wellness Liaison</td>
<td>Project completion – Ongoing</td>
</tr>
<tr>
<td>Expansion of Parent Involvement activities on and off of campus</td>
<td>Conduct quarterly parent nights including Book fair, back to school night, open house night, and other booster related events (Based on COVID-19 restrictions) Increase parent involvement by adding two new after school activities each year until there is one parent/family event per month.</td>
<td>Campus Supervisor Active Booster Club Wellness Liaison</td>
<td>Principal Campus Supervisor PBIS team members Solution Team Members Booster Club Wellness Liaison</td>
<td>Project completion – Ongoing</td>
</tr>
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Weaverville Elementary School Student Conduct Code
Positive Behavior Interventions and Supports (PBIS) is a framework for supporting a positive school climate and culture to support student learning. PBIS practices are research based and data driven. Here is a list of the things you will see as part of our PBIS program at Weaverville Elementary School and Trinity Preparatory Academy.

1. Clear Expectations:
We set clear expectations that are consistent in all areas of the school. When students know and understand what is expected of them, they are more likely to meet expectations.

2. Explicit Teaching of School Wide Expectations:
We teach all students what respect, responsibility, and safety look like in all areas of the building and school campus. We teach through lessons, modeling, practice and reinforcement. Students need to be taught appropriate behavior to know how to show it.

3. Acknowledging when students meet expectations:
When students meet expectations, we celebrate! We place our attention and energy on what students are doing right, rather than their mistakes. We use a variety of ways to positively reinforce student behavior.

4. Support for students who do not meet expectations:
We view mistakes as learning opportunities. We use research based, proactive, and restorative solutions in working with student misbehavior.

5. Teaching of Prosocial skills:

We believe in teaching the social skills necessary to succeed in school and life. When Students' needs are met socially and emotionally, they are better equipped to learn at high levels.

WES/TPA uses the Progressive Consequence Matrix. Copies of this are available in the office or on our website @ www.weswildcats.org

Weaverville Elementary School Student Agreement
BP 4118 Suspension/Disciplinary Action
BP 4218 Dismissal/Suspension/Disciplinary Action
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BP/AR 5145.7 Sexual Harassment

**Conduct Code Procedures**

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school’s discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil’s misbehavior.

WES/TPA uses the Progressive Consequence Matrix. Copies of this are available in the office or on our website @ www.weswildcats.org

**(J) Procedures to Prepare for Active Shooters**

All staff are trained on the procedures and responses in an emergency including those that would take place in response to an active shooter. Emergency response procedures are posted in classrooms, and reviewed periodically with students based on developmental levels and maturity.

The following procedures should be followed in the case of an active shooter or a threat of violence is suspected:

1. Upon first indication of a active shooter or suspected individual, personnel should immediately notify the principal or designee, who becomes the incident commander.
2. Incident commander will initiate the appropriate emergency response action
3. 9-1-1 will be called and the staff member will remain on the phone until it is no longer safe to do so
4. District office will be called if possible by secondary office staff member if safe to do so
5. All staff shall monitor emails for updates from incident commander

**(K) Hate Crime Reporting Procedures and Policies**

The Trinity Alps Unified School District’s Hate Crime Policy (BP5145.9) can be found in the Trinity Alps Unified School District Policies, Regulations, Bylaws manual, located on the district website @ www.tausd.org
Procedures for Preventing Acts of Bullying and Cyber-bullying

It is the responsibility of the school administration and principals to make clear to students and staff that bullying or harassment in the school building, on school grounds, on the bus or school sanctioned transportation or at school sponsored functions will not be tolerated. School principals or their designees shall be responsible for the implementation of bullying prevention and intervention procedures, including investigating all charges of bullying, cyberbullying and/or retaliation.

Violations of school and/or district policy and procedures will be addressed in conformance with existing disciplinary policies. In addition, all reporting, investigations and responses shall be consistent with local, state and federal law regarding anti-discrimination and the protection of civil and human rights. Consultation with district legal staff and representatives of local, regional and state law enforcement and justice agencies may be required to ensure the rights of targets/victims and aggressors/perpetrators are maintained.
Safety Plan Review, Evaluation and Amendment Procedures

The Weaverville Elementary School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in the Fall of each school year.

Pursuant to Education Code Section 35294.6[a] An opportunity for public comment on this plan is provided during a School Board meeting, prior to the plan’s adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Weaverville Elementary School Office.

Documentation of this meeting will be filed alongside the plan then recorded in Appendix B, and may include the meeting agenda, minutes and copies of materials provided for the plan presentation.
Safety Plan Appendices
### Emergency Contact Numbers

#### Utilities, Responders and Communication Resources

<table>
<thead>
<tr>
<th>Type</th>
<th>Vendor</th>
<th>Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Trinity County Sheriff's Department</td>
<td>530-623-8126</td>
<td></td>
</tr>
<tr>
<td>Emergency Services</td>
<td>Trinity County Life Support</td>
<td>530-623-2500</td>
<td></td>
</tr>
<tr>
<td>Local Hospitals</td>
<td>Mountain Community Health Care</td>
<td>530-623-5541</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Weaverville Volunteer Fire Department</td>
<td>530-623-6156</td>
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<tr>
<td>Public Utilities</td>
<td>Trinity PUD</td>
<td>530-623-5536</td>
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<td>School District</td>
<td>Trinity Alps Unified School District</td>
<td>530-623-6104</td>
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<td>Law Enforcement/Fire/Paramedic</td>
<td>California Highway Patrol</td>
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<td>Weaverville Community Services</td>
<td>530-623-5051</td>
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### Safety Plan Review, Evaluation and Amendment Procedures

<table>
<thead>
<tr>
<th>Activity Description</th>
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<th>Attached Document (description and location)</th>
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<tr>
<td>School Site Council regular meetings</td>
<td>November 18, 2021</td>
<td>Agenda and minutes</td>
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<td>Administration Team meeting</td>
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<td>School Staff Meeting</td>
<td>August</td>
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<td>Trinity County Sheriff, Tim Saxon</td>
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<td>Trinity County Fire Marshall, Todd Corbett</td>
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<td>Trinity Alps Unified School Board General Meeting</td>
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Weaverville Elementary School Incident Command System

Incident Commander
Jaime Green

Safety Officer
Katie Poburko

Public Information Officer
Katie Poburko

Scribe
Morgan Kennedy

Operations
Shannon Thompson/ Chasity Odom

Planning/Intelligence
Ann Marie Scribner / Tori Hansen

Logistics
Jaime Green

First Aid & Search
Teacher A
Dustin Sheetz

Student Release & Accountability
TeacherB
Darsi Green

Finance/Administration
Cindy Blanchard
Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.
Emergency Response Guidelines

Step One: Identify the Type of Emergency
The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 4 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency
The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the playground.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a major medical incident.
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies, such as an intruder on campus. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action
Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. These responses will be announced via telephone system as well as loud speakers.

The most common immediate response actions initiated during school emergencies are:

Hold: followed by “In Your Room or Area, Clear the Halls” and is used when the hallways need to kept clear of occupants and staff.

Secure: followed by the directive: “Get Inside. Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.

Lockdown: followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

Evacuate: always followed by a location, and is used to move students and staff from one location to a different location, in or out of the building.

Shelter: always followed by a type and a method and is the protocol for group and self protection.

Step Four: Communicate the Appropriate Response Action
Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

Hold: in your room or area. Clear the halls.
Students: clear the hallways and remain in room or area until the "all clear" is announced. Do business as usual.
Adults: close and lock the doors, account for students and adults, do business as usual.

Secure: get inside. Lock outside doors.
Students: return to inside of building, do business as usual.
Adults: bring everyone indoors, lock outside doors, increase situational awareness, account for students and adults, do business as usual.

Lockdown: locks, lights, get out of sight.
Students: move way from sight, maintain silence, do not open the door.
Adults: recover students from hallway if possible, lock the classroom door, turn out the lights, move away from sight, maintain silence, do not open the door, prepare to evade or defend.

Evacuate: (A location is given)
Students: leave belongings behind if required to, if possible bring your phone, follow instructions.
Adults: lead students to evacuation location, account for students and adults, notify if missing, extra or injured students or adults.

Shelter: hazard and safety strategy.
Students: use appropriate safety strategy for the hazard.
Adults: lead safety strategy, account for students and adults, notify if missing, or extra or injured students or adults.

Hazard/Safety Strategy:
Tornado/Evacuate to shelter area
Hazmat/Seal the room
Earthquake/Drop, cover and hold
Types of Emergencies & Specific Procedures

Aircraft Crash
The administrator or designee will initiate appropriate actions which may include, Shelter in place, or Evacuate depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

Animal Disturbance
This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Hold, Secure or Lockdown depending on the situation and location of the animal.

Armed Assault on Campus
The administrator or designee will decide the appropriate response, which may include Lockdown or Evacuate depending on the situation and location of the incident.

Biological or Chemical Release
This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Shelter or Evacuate.

Bomb Threat/Threat Of violence
This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, or Evacuate. Law enforcement will be contacted immediately to help assist in the level of threat.

Bus Disaster
These procedures are for use by bus drivers and school administrators in the event of a serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Secure, Shelter, or Evacuate Bus.

Disorderly Conduct
This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lock Down, or Evacuate.

Earthquake
Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, or Evacuate.

Explosion or Risk Of Explosion
This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Shelter, or Evacuate.

Fire in Surrounding Area
This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter or Evacuate.
Fire on School Grounds
This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The Fire Department will be notified of any fire that occurs on school grounds. The administrator or designee will immediately initiate the Evacuate response action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

Flooding
This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Hold or Evacuate.

Loss or Failure Of Utilities
This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Hold, Shelter, or Evacuate.

Motor Vehicle Crash
This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Hold, Shelter, or Evacuate.

Pandemic
When a pandemic occurs in our community, Weaverville Elementary School will follow all CDC guidelines in conjunction with Local and State Public Health guidelines with support from the District Nurse.

The following information comes from California Department of Public Health on COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year:

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible.

General Considerations:
Consideration should be given to both the direct school population as well as the surrounding community. The primary factors to consider include: 1) level of community transmission of COVID-19; 2) COVID-19 vaccination coverage in the community and among students, faculty, and staff; and 3) any local COVID-19 outbreaks or increasing trends. Discussion of these factors should occur in collaboration with local or state public health partners.

Safety Measures for K-12 Schools
1. Masks
   a. Masks are optional outdoors for all in K-12 school settings.
   b. K-12 students are required to mask indoors, with exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.
   c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
   d. A face covering will be provided to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
   e. Families will be offered alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.
   f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
2. Physical distancing  
a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

3. Ventilation recommendations:  
a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

4. Recommendations for staying home when sick and getting tested:  
a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.  
b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at schools.  
c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:

5. Screening testing recommendations:  
a. For the 2021-22 school year, all non-vaccinated staff members will be tested once per week.

6. Case reporting, contact tracing and investigation  
a. Per AB 86 (2021) and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department.  
b. District Nurse will assist the local health department with contact tracing and investigation.

7. Quarantine recommendations for students and staff:  
a. For those who are vaccinated, follow the CDPH Fully Vaccinated People Guidance regarding quarantine.

8. Isolation recommendations  
a. For both vaccinated and unvaccinated persons, follow the CDPH Isolation Guidance for those diagnosed with COVID-19.

9. Hand hygiene recommendations  
a. Teach and reinforce washing hands, avoiding contact with one’s eyes, nose, and mouth, and covering coughs and sneezes among students and staff.  
b. Promote hand washing throughout the day, especially before and after eating, after using the toilet, and after handling garbage, or removing gloves.  
c. Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

10. Cleaning recommendations  
a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19 list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

11. Food service recommendations  
a. Maximize physical distance as much as possible while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.  
b. Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.

12. Vaccination verification considerations  
a. For the 2021-22 school year, school staff will provide District Office Human Resources, Cindy Blanchard, a copy of their vaccination record. If a staff chooses not to provide verification, the staff member will submit to weekly testing.

13. COVID-19 Safety Planning Transparency
a. If and when a pandemic occurs, Weaverville Elementary School will post a safety plan, communicating the safety measures in place for the school year, on the LEA’s website and at schools, and disseminate to families in advance of the start of the school year.

Psychological Trauma
When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Suspected Contamination of Food or Water
This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout
An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the hold or Secure response action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
Emergency Evacuation Map