

Cotati-Rohnert Park Unified School District

Comprehensive School Safety Plan 2016



Credo High School

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Rohnert Park, CA 94928
707-664-0600



Chip Romer, Executive Director

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I. Statement of School Site Philosophy

What is a safe school?

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

*Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education*

Promoting learning, safety, and appropriate behavior at Credo High

Focus on academic achievement: Effective schools convey the attitude and develop programs to ensure that *all* children achieve academically and behave appropriately, while at the same time appreciating individual differences. The staff at Credo communicates expectations clearly, with the understanding that meeting such expectations is a shared responsibility of student, school, and home. We strive to find and implement the very best possible programs to ensure success for *all* students.

Involve families in meaningful ways: Students whose families are involved in their growth in and outside school are more likely to succeed in school and less likely to become involved in anti-social activities. We take specific steps to make all parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. We support families in getting the help they need to address behaviors that cause concern.

Develop links to the community: Everyone must be committed to improving schools. We work to develop ties to support services, the police department, and the community at large.

Emphasize positive relationships among students and staff: Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student problems. We support opportunities for adults to spend quality, personal time with students. We encourage students to help each other and to feel comfortable assisting others in getting help when necessary. We teach and practice lifelong guidelines and life skills.

Treat students with equal respect: A major source of conflict in many schools is the perceived or real problem of bias because of ethnicity, gender, social class, disability, physical appearance, or some other factor—both by peers and by the "system." We communicate to students and the greater community that all students and families are valued—regardless of culture or economic status. We strive to establish a school climate that demonstrates care and a sense of community.

Promote good citizenship and character: We reinforce and promote shared values such as truthfulness, integrity, initiative, effort, responsibility, problem solving, patience, cooperation and courage.

II. Assessment of Current Status of School Crime

Credo did not file any crime and violence reports in the 2014-15 school year, except minor graffiti incidents.

III. Strategies and Programs that Provide or Maintain a High Level of School Safety

1. Child abuse reporting procedures

All school staff actively monitors the safety and welfare of all students. Staff understands their responsibility as childcare custodians and immediately reports all cases of known and suspected child abuse.

School administrators, teachers, classroom assistants, and other classified school employees participate in training in child abuse identification (periodic) and reporting procedures (annually).

When a case of child abuse becomes apparent or is suspected, discussion is conducted with the employee having knowledge of the abuse and a school administrator. Plans are developed at this time to verbally report the abuse to Child Protective Services in a timely manner and to complete a written "*Suspected Child Abuse Report*" within the required two days. Plans are also completed to assure ongoing monitoring of the student.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

2. Procedures for Safe Ingress and Egress of Pupils

All students are driven to Credo by their family or friends, by city bus, or they walk or ride bikes to school. School newsletters provide reminders about traffic and campus safety.

Check In/Out Policy

Students may not leave the school grounds before dismissal unless signed out by a parent/guardian. Students who return to school during the day must be signed in by a parent/guardian. Students can be released only to those adults who have authorization. (See emergency cards.)

3. Suspensions, Expulsion and Mandatory Expulsion

At times, it becomes necessary to send a student home for a while to work on personal self-control. When this situation occurs, the time away from school should be viewed not as a punishment or long-term problem solving, but as a time to be used by the student to reflect upon personal attitudes regarding positive conduct at school. In the situation where a student's conduct on the school grounds has warranted suspension, and the possible recommendation for expulsion, the following procedures should be utilized:

- the administrator or administrator's designee may carry out disciplinary procedures involving suspension of any kind; all suspensions will be documented in the student's permanent file
- a teacher may recommend suspension of a pupil from his/her classroom for the day or part of the day as part of an on-campus suspension, where the pupil may be sent to a designated classroom or the office, where he or she will be supervised
- a meeting of student, parents, teacher and administrator (or designee) is necessary prior to the pupil's reentry into the class after a suspension.

Suspension

Suspension will be imposed when a student's presence causes danger to persons or property or threatens to disrupt the positive learning environment for students and staff. A student may be suspended from attending school and school activities for a period of time from one (1) to five (5) school days. Both student and parents are informed (by phone, letter and/or conference) of the reasons and terms of the suspension. Students are expected to keep up on class work during the suspension. At the teacher's or the administrator's discretion, a suspension may be carried out "in house," in which case the suspended student would remain on campus, but perform supervised service work on behalf of the school.

Expulsion

Students who violate specific behavior expectations or have accumulated suspensions of over ten (10) days in a school year will be recommended to the Credo board of directors for expulsion. "In house" suspensions shall count the same as off-campus suspensions in triggering expulsion. Expulsion is the complete exclusion from Credo immediately and for one year, after which the student may be considered for readmission.

The following incidents are grounds for immediate suspension or expulsion:

- causing, attempting to cause, or threatening to cause physical injury to another person except in self-defense
- possessing, selling or otherwise furnishing any firearm, knife, explosive, or other dangerous object unless student has written permission from a teacher, which is concurred with by the administrator or the designee of the administrator
- unlawfully possessing, using, selling, or otherwise furnishing or being under the influence of any controlled substance as defined in 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind
- unlawfully offering, arranging or negotiating to sell any controlled substance, alcoholic beverage, or intoxicant or look-alike substance
- causing or attempting to cause damage to either school or private property
- stealing or attempting to steal either school or private property
- possessing or using tobacco on school premises
- committing an obscene act or engaging in habitual profanity or vulgarity
- disrupting school activities or otherwise defying the valid authority of supervisors, teachers, or other school personnel
- harassing or bullying of another student or individual, including verbal and nonverbal intimidation or provocation

The Charter Council authorizes school officials to inspect school property and search students, student lockers, desks, and/or other personal property. School administrators must have reasonable suspicion, based on objective facts, that a student is violating or has violated a school rule, regulation, or statute. The scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

4. Procedures to Notify Teachers of Dangerous Pupils

All teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years.

Teachers are notified of suspensions during the course of the school year by a copy of the suspension form, which indicates the reasons for the suspension and the steps taken in response to the misbehavior.

If a student is administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract, when available. Copies of the written notice are maintained in the student cum file.

If the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the district's Student Services' Department. Copies of this notice are maintained in the school office and the district's Student Services' office.

5. Sexual Harassment Policy

Sexual harassment of any student or employee by another person is prohibited. State policy prohibits sexual harassment of employees and students. School rules also prohibit sexual harassment. Students are taught to report immediately incidents of sexual harassment to an administrator or teacher. All reports are investigated thoroughly and in a timely manner. The administration determines an appropriate course of action for each complaint. Actions may include the following:

- A. Student counseling and education, when appropriate.
- B. Parent notification, when appropriate.
- C. A report to the sheriff or Child Protective Services as appropriate or required by law.
- D. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

Procedures related to prevention and responses to sexual harassment include the following:

- A. Posting of the sexual harassment policy in a prominent location.

- B. Notifying the staff, students and parents of the sexual harassment policy at the beginning of each school year or at the time of enrollment.
- C. Provides staff in-service and student instruction and/or counseling.
- D. Directing that teacher-led discussion be conducted on this policy with students in "age appropriate ways" and assuring students in that discussion that they need not endure any form of sexual harassment.

6. Rules and Procedures on School Discipline

Credo school rules and consequences for failing to follow the rules are communicated to parents and students in numerous ways throughout the year.

- Our Parent Handbook is given to new parents and posted on our website (www.credohigh.org) at all times. It states school rules and expectations of student conduct including school responses to misbehavior or misconduct.
- Students are also informed about the school's basic rules for safety.
- The teachers review the rules and rationale within the first two weeks of school.

The following are Credo's school rules from our Parent Handbook:

Classroom Conduct

- Be on time by being aware of time
- No eating, drinking or gum in class
- Exhibit respectful behavior to all: arguing a position is OK; personal attacks are not
- Do not mark, carve, write or put gum or stickers on the furniture, lockers, or walls
- Cell phones, iPods, MP3 players and other electronic devices remain turned off and in backpacks during class and school events or meetings.

Break Time Conduct

- Be considerate of others during break. Do not leave school grounds; be respectful of our neighbors. Cell phones may not be used during school hours; students needing to call home may use the office phone.

Care of Our Campus

- Students, faculty, and staff participate in keeping our campus clean and orderly. Respect for school property and care of our facility and grounds are important student responsibilities. Recycling and composting are important practices.
- Clean up desks and leave classrooms in an orderly fashion before proceeding to the next class or break.
- Clean up and help store materials at the end of each day.
- Recycle all paper products, cans, bottles, glass, and plastic containers in the appropriate receptacles, and avoid the use of polystyrene products and other disposable containers that cannot be recycled.
- Put food scraps and compostable containers/utensils in the compost bins.
- Help eliminate the use of plastic bottles (which pose environmental concerns) on campus by using stainless steel thermoses or canteens.

Public Displays of Affection

- Intimate displays of affection are not permitted and should be reserved for personal time away from the high school campus. Students should consider the high school campus as being similar to a workplace environment and temper their behavior accordingly.

Conduct at Athletic Events

- Good sportsmanship from our students and parents is essential at all sports events. Your enthusiasm and support should be directed toward positive encouragement of our team and our opponents. If a student, parent, or guest engages in negative behavior, including comments directed toward officials or opponents, they will be required to leave the premises. Repeated offenses may result in a ban from all future events.

Conduct in Car Pools and on Public Buses

- Students are expected to exemplify good behavior at all times, particularly in car pools and on public buses to and from school and in the surrounding neighborhood. In these situations, students should give special attention to safety, language, courtesy and helpfulness.

Conduct at School Dances

- Guests must be pre-registered, and only students on the guest list will be admitted.
- The number of allowed guests per student is stipulated for each event.
- Bags and backpacks will be checked at the door.
- No smoking, drinking, or use of any drugs prior to, during, or after the dance will be tolerated. Students will not be admitted if drug or alcohol use is suspected, and they will be subject to serious disciplinary action.
- All school rules apply, including the dress code. Observe the best standards of decorum.

Conduct Concerning Personal Items

- Students should keep personal items with them as they move from place to place on campus or place them in their lockers. Musical instruments should be stored in the music room before morning lesson begins. Classrooms and hallways are not storage areas. Credo is not liable for the loss or theft of a student's personal property. Students are discouraged from leaving property in lockers overnight.

Conduct Concerning Electronic Devices, Skateboards, Bicycles

- Headphones and iPods or MP3 players will be confiscated if seen on campus during the school day. Parents must meet with the Education Director to retrieve a confiscated item.
- Skateboards, roller blades, and bicycles may be used for transportation to and from school only and may not be used during school hours.
- Bicycles must be kept in the outdoor bike rack and should always be chained or locked when in the rack.

Vandalism

- If a student participates in vandalism on the school grounds, disciplinary action will include detention, cleaning or replacement of furniture, fixtures, or any other damaged school property at the student's expense. Offenses can trigger suspension and lead to dismissal and legal action.

7. Other Safe School Strategies and Programs

One of the central aims of Credo is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential, fosters self-esteem and well being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school.

When there is divergence from these expectations, the teachers will seek appropriate interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results are sought. We understand that disruptive or inattentive behaviors may arise from a variety of potential needs in any given student. Generally, we recognize two broad areas of concern:

Physical/developmental needs, such as:

organic and constitutional issues associated with developmental delays including lack of impulse control, other learning disabilities

Emotional/social needs including:

family and peer relationships

bonding issues arising out of temperament needs

In situations where classroom expectations are not being met—behavioral, as well as academic and artistic—individualized remedial plans may be indicated. In such a case, the administration will create a plan designed to meet the needs of the child, sometimes with the help of remedial, resource or movement specialists or other professionals.

If a teacher feels that a more specific or comprehensive plan is needed, a Student Success Team (SST) may be convened. This team involves parent participation as well as the services of other resource professionals working with the school. A parent is of course always free to enlist the services of professionals outside the school at any time. The SST creates and implements a plan to support the student in an immediate or long-term situation. Documentation or progress notes will be kept in a log for all students involved in the process.

In cases where disruptive behavior stems from emotional causes, interventions—designed to change disruptive behaviors, as well as inner attitudes that promote such behaviors—must be wholly educational and hygienic for the child. When there exists a recurring pattern of abusive or acting out behavior a hierarchy of interventions may be called for, moving from the least restrictive procedures to more restrictive procedures. Early intervention strategies could include non-verbal cues, gestures, group work techniques, affirmations, counseling, pedagogical stories, work with temperaments, and

supervised parallel play opportunities. More restrictive interventions would include time-out procedures, which include:

- Sitting out an activity to gain self-control
- Specified time away from an activity but in proximity to activity
- Time out for specific amount of time in the office
- Remedial or corrective tasks that fit the infraction (natural consequences)
- Participation in SST meetings where parents would be in attendance

Suspension and expulsion procedures would, of course, be last resorts.

The character of interventions should at all times be congruent with the school's perception of the developmental stages of the child. While imitations and non-invasive interventions are appropriate for younger children, more direct interventions may be required for high school students. Credo opposes all forms of corporal punishment, public ridicule, shaming or any other form of psychological, emotional, or physical abuse. In the event that a teacher employs disciplinary procedures that are not in accord with the above stated intentions, or acts in an unprofessional way with regard to the discharge of his/her duties as a teacher, the following steps may be taken:

- Following the incident in a timely matter, meetings will occur involving the teacher, administrator and faculty representative
- An investigation into the matter will take place
- If warranted, appropriate staff disciplinary action will follow

IV. Emergency and Disaster Preparedness Plan

Preventative efforts are in place to prevent problems before they occur. Education of staff and students is critical to ensure a smooth, uncomplicated action plan should a real emergency situation occur during school hours. Therefore, the following plans are in place:

- Emergency procedures* are provided to all staff
- Evacuation maps are posted in all rooms
- Evacuation drills are held regularly and include faculty, staff, and students

*Specific procedures are defined for the following emergencies: fire, explosion or threat of explosion, earthquake, fallen aircraft, bomb threat, chemical spill, severe windstorm, flood, and intrusion.

The administrative staff coordinates disaster procedures.

Plans have been made to have the disaster plan reviewed and updated annually. The Charter Council will complete the above under the coordination of the administration with input from the Rohnert Park Fire Department and the faculty.

Credo High School/Disaster Plan
EMERGENCY INFORMATION
STAFF RESPONSIBILITIES 2016

Command Post will be located in Main Office*

**If not accessible* Command Post = in front of main gate (outside)

1. CRISIS PLAN COORDINATORS:

Chip Romer
Andrea Akmenkalns
Thom Schaefer

2. CRISIS RESPONSE TEAM:

Chip Romer (Command and Control)
Emma Farais (Communications)
Chip Romer (Public Information)
Andrea Akmenkalns (Search and Rescue)
Vanessa Eyen (Counseling)
Paul Maheu (Damage Assessment)
Chip Romer and Andrea Akmenkalns (Safety & Security)

3. COMMAND POST RUNNERS:

Office Assistants, on site

4. FIRST AID / CPR:

(As needed) Andrea Akemnkalns and teachers

5. TURN OFF GAS, WATER AND ELECTRICITY:

Paul Maheu/CRPUSD staff/ automatic turnoffs

6. LOCATORS:

Teachers on prep
Office Staff

7. TRAFFIC CONTROLLERS:

Teachers on prep

8. STUDENT RELEASE:

Classroom teachers if needed

STAFF RESPONSIBILITIES DEFINED

REVISED ANNUALLY

1. CRISIS PLAN COORDINATORS:
Develop, implement, and continue to assess the school crisis plan.
2. CRISIS RESPONSE TEAM:
Coordinate efforts of all staff in a crisis drill or actual event.
3. COMMAND POST RUNNERS:
Report to Command Post and be prepared to record and deliver crisis information throughout the school site.
4. FIRST AID / CPR:
May need to administer first aid / CPR during or following an emergency.
5. TURN OFF GAS, WATER, AND ELECTRICITY
Have tools and knowledge to shut off the utilities if necessary.
6. LOCATORS:
Report to Command Post and be prepared to locate staff/students as needed.
7. TRAFFIC CONTROLLERS:
After reporting to Command Post, report to designated area to control the incoming/outgoing emergency vehicles & other vehicles.
8. STUDENT RELEASE:
After reporting to Command Post, be prepared to follow guidelines for the safe release of students to their parent/guardian.
9. PUBLIC INFORMATION:
After reporting to Command Post, supervise the room where media will be expected to stay. Report NO information to media personnel until instructed by Crisis Coordinators.
10. CELLULAR PHONES:
In the event of an emergency, keep cellular phones with you until instructed otherwise by Crisis Coordinators.

CHEMICAL SPILL

Students and staff should be familiar with these procedures in the event of an actual chemical spill.

Notification of an actual chemical spill would be made in person or via the intercom system.

IF INSIDE:

- Stay inside the room.
- Shut all doors and windows.
- Turn off heat or air conditioning.
- Await further instructions. *

IF OUTSIDE:

- Unsupervised students should return to their class quickly and quietly.
(If recess, this class should be the Main lesson classroom.)
(If classroom is across campus, go inside the nearest classroom.)
- Staff members go inside their classrooms & follow inside procedures.
- Keep phone lines free.
- Await further instructions. *

*Further instructions would be directed by phone or intercom system.

INTRUSION DRILL/LOCK DOWN

(Intrusion bell signal is a **verbal all call stating 'lock-down'**)

IF AN INTRUSION BELL SOUNDS AND YOU ARE INSIDE:

- Teachers immediately gather any students outside their immediate classroom indoors and **lock** their classroom doors.
- Close windows / blinds.
- Turn off any equipment.
- Students & teachers lie flat on the floor with hands covering heads.
- Everyone face away from windows.
- REMAIN CALM.
- DO NOT USE THE PHONE; OFFICE STAFF MAY BE TRYING TO REACH YOU.
- Hold this position until "all clear" bell rings (one long, continuous bell).
- Teachers bring students & emergency folders to designated location on field.
- Indicate status of class with red/green folder.
- Await further instructions (dismissal).

INSTRUCT STUDENTS THAT IF THEY HEAR AN INTRUSION SIGNAL & THEY ARE NOT IN THE CLASSROOM THEY SHOULD:

- Enter the nearest classroom or office.
- Students & teachers lie flat on the floor with hands covering heads.
- Everyone face away from windows.
- REMAIN CALM.
- Remain there until school staff directs them otherwise or “all clear” bell rings.
- If possible, students are found and escorted to designated location near office.
-

FIRE DRILL

When a fire alarm is sounded, all students and staff safely exit the campus classrooms and move quickly without running to the field, where they will gather by grade-level cohorts.

Classroom evacuation should occur quickly and quietly.

Teachers will take the following appropriate action to evacuate all students.

- Teachers bring student attendance list.
- Announce that no student is to return to a room unless directed.
- Turn off all lights and close classroom door.
- Walk students single file, quietly to designated location on field.
- Be prepared to encounter emergency vehicles on roadway.
- Make sure that all students are present.
- Remain in designated area until all-clear is sounded. If ground is dry and delay occurs, have students sit quietly until all-clear bell is sounded.
-

EXPLOSION OR THREAT OF EXPLOSION

1. Explosion
 - Call 911.
 - Give DROP AND COVER command (See below).
 - Sound school fire alarm.
 - Evacuate to outdoor rally point on field, organize by class cohorts.
 - Take roll.
 - Secure access roads for emergency vehicles.
 - Keep students at a safe distance from the school buildings and fire fighting equipment.
 - Principal - notify District Office.
 - Principal - determine if Student Release or Site Evacuation should be implemented.
 - Fire Department will determine when the school is safe for re-entry.

2. Threat of Explosion (See also Bomb Threat below)

- Follow procedure above.

EARTHQUAKE DRILL

When an earthquake occurs, the following procedure will be followed:

If Inside:

- Move away from windows, shelves, heavy objects, or furniture that may fall. Take cover under a table or desk.
- Assume the DROP AND COVER posture: Head low, near knees, hands covering back of head & neck.
- Remain in DROP AND COVER posture until shaking has ceased, then prepare to evacuate.
- Classroom evacuation should occur quickly, and quietly.
- Teachers will take the following appropriate action to evacuate all students:
 - Teachers bring class attendance list.
 - Announce that no student is to return to a room unless directed.
 - Turn off all lights and close classroom door.
 - Walk students single file, quietly to designated field location.
 - Be prepared to encounter emergency vehicles on roadway.
 - Make sure that all students are present.
 - Remain in designated area until all-clear bell is sounded. If ground is dry and delay occurs, have students sit quietly until all-clear bell is sounded.

If Outside during an Earthquake:

- Students should move away from buildings and assume DROP AND COVER posture.
- Follow the directions of nearest adult.
- When shaking has ceased, all students report to designate area for his or her class.

FALLEN AIRCRAFT

- Administrator will determine what action should be taken.
- When necessary, teachers and staff will take immediate action for the safety of students without waiting for directions from the principal.
- Activate 911 emergency services.
- Maintain a safe distance, allowing for possible explosion.
-

BOMB THREAT

Telephone Operator

- Listen - DO NOT interrupt caller. Take notes if possible.

- If possible, alert supervisor by a pre-arranged signal (Turn your phone upside down) while the caller is on the line.
- Complete Bomb Checklist.
- Notify school director immediately after completing the call.

2. Director

- Determine if school should be evacuated.
- Activate 911 emergency services.
- Notify District Office

SEVERE WINDSTORM

1. Prior Warning - Administrator determines if Student Release should be implemented.

2. No Warning

- Give DROP AND COVER command.
- Close windows and blinds.
- Remain near an inside wall.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Evacuate classrooms bearing full force of wind to safe area.

FLOOD

Depending on the method of warning and estimated time before flooding arrives; the administrator may initiate any of the following procedures:

- Evacuate school buildings.
- Evacuate school site.
- Student release

Dear Staff,

There will be a fire drill today at _____. Please forewarn your students that this is a drill, or practice, in order to learn the right thing to do in case of a real emergency.

The fire alarm is unmistakable and loud. The all clear will be Chip or Andrea speaking directly to each teacher. All clear means it is safe to return to your room and the drill is over.

Things to remember:

- Take a class roster with you.
- Turn off the lights.
- Close the door behind you.
- Line your students up on the field by class cohort.
- Take roll to assure all students are with you.
- Indicate to administrator if all students are with you.
- Notify the administrator immediately if you have a student missing.

Please read the following to your students.

Students, we are going to have a fire drill this afternoon.

The rules are:

- No talking, so that you can hear teacher directions. Wait for the all-clear word from the person in charge (Mr. Romer or Ms. Akmenkalns) to return to class.
- If students start to talk, please remind them to be silent.
- Walk - do not run. We need to stay calm and orderly.

Emergency Phone Numbers

Emergency Services (any). Dial 911

Business Numbers:

Rohnert Park Fire Department
911 or 707-584-2600
Chief Brian Masterson 584-2600

Rohnert Park Police Department
911 or 707-584-2600

Santa Rosa Memorial Hospital
707-546-3210
Poison Control: 1-800-876-4766

American **Red Cross**

577-7609 (business); 543-8523 (fax)
Disaster Services Director: Rodger Doncaster
537-9005 (hm); 581-8484 (pager)

Auxiliary Communication Service (**ACS**)

Either call Sonoma County Dept. of Emergency Services (see below)
or call local Unit Leader: Ken McTaggart
938-2626 (hm); 996-8458 (wk)

Sonoma County Dept. of Emergency Services (**DES**)
Emergency Services Coordinator Sandy Covall Alves
565-1152 (wk); 565-1172 (fax)

Sonoma County Emergency Medical Services (**EMS**)
Mike Duvall - 565-6501 (reference and information only)

Sonoma County **Sheriff's** Office
Emergency Dispatch 911 or 527-2121
Sonoma Valley substation: 996-9495

PGE

Emergency Services: 1-800-743-5000
Electrical Outages: 1-800-743-5002

Sonoma County Mental Health 576-4850 24 hour (800) 746-8181
Sonoma County Crisis center 576-8181
SAY (Social Advocates for Youth) 800-544-3299
Child Protective Services 565-4304 24 hour (800)870-7064
Suicide Prevention 576-8181 or 800-746-8181

Radio/TV listings

KSRO 1350 AM	545-1000
KZST 100 FM	528-2424
Channel 50 TV	543-5164

V. Action Plan

As this campus evolves, continuing efforts are made to ensure the best possible learning environment. The following activities are planned for the 2016-2017 school year:

- Charter Council review of the Safety Plan.
- Continue staff, student, and parent input in planning and decision-making processes.
- Continue regular assessment of school climate and safety conditions.
- Review revised disaster plan with staff and governance groups.
- Seek agreements with community resources as indicated in disaster plan.
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VI. Credo Charter School Discipline Plan

Health and Safety

Dear Credo Families:

It is a depressing thought, but an important one to face. An alarming number of children prove every day how vulnerable they are to abduction and abuse. Prevention, of course, is the best defense, and that means teaching children how to protect their own safety.

This is not necessarily difficult, but the correct advice often contradicts what we think of as proper behavior for children. There are times, for example, when you would want your child to break these rules: always be polite to adults; never scream in public; always keep a secret.

"Stay away from strangers" seems like straightforward advice. Yet it is easy for a child to assume that if someone she has never met calls her by name, that person must be a family friend. Your child must learn that anyone he or she does not know is a stranger to avoid, no matter how kind acting and kind looking the person might be.

Prevention of sexual abuse can be taught without a long list of all the ways abuse can happen. Children must learn that their bodies belong to them; they have a right to control who touches them and how; they can say "stop" or "no" when they're being touched in a way they don't like, or in a way that makes them "feel funny or uncomfortable inside," or in a way they think is wrong. Moreover, if these rules are

violated -- by anyone -- they should tell about what happened, and keep talking until they are believed and helped.

To help initiate discussions about safety and to help you understand your child's thinking, you discuss the "What If's". "What if we're shopping together and we get separated?" "What if someone says they will help by driving you home?" It is important to let your student try to answer the questions independently before you lead the discussion to an acceptable response. Avoid being critical of answers; keep the discussion light.

Sincerely,
Chip Romer

Emergency Cards

Each student must have an emergency card with her/his name, address, telephone, and contact names and numbers on file in the school office. Parents include the names of those people you authorize to pick up your child in case of an illness, accident, or emergency. Students can be released only to people to whom you have given written permission. Parents may send a signed note to school with your child for special after school arrangements or for other special circumstances. Parents are asked to update emergency cards when they have a change of any kind.

Visitors/Volunteers

All visitors and volunteers must sign in at the office.

Phone Messages

Students should leave home knowing their after-school schedules. Parents are asked to call if a last minute change in schedule occurs. Students are allowed to use the office telephone with staff permission.

Health Service and Medication

A school nurse is on an on-call basis. A physician or dentist must prescribe all medication, including over the counter medication such as Tylenol, cough syrup, etc. The school office staff, the principal, school nurse, or health assistant will administer medications. All medication that comes to school must be checked into the office, in its original container and must be accompanied by a doctor's prescription. Students are not allowed to carry any medication with them, unless by prior arrangement with administration.

Head Lice Tips

Periodic inspection of a student's head/hair is recommended. If parents discover that their student has head lice, they should follow the directions for care as noted:

- Check every member of your family
- Use an effective head lice treatment
- Remove *all* nits
- Wash clothes, bed linens, towels, stuffed animals
- Soak combs, brushes, etc in 1 part bleach and 10 parts water
- Vacuum everywhere

If parents discover head lice on a student, it is important to begin treatment immediately to prevent their spread to others. Parents are asked to notify the school office so we can check your student's classmates. If school staff discovers head lice on a child, we will call parents to come pick him/her up from school. Students may return to school when they have had a treatment and are free of any live lice. After treatment, examine all household members twice a day for a month.

Getting to and from School

Our parking lot can be congested during drop off and pick up times. Cars are not to be left un-attended unless they are in a parking space. Be very cautious when driving around the school. Please remind your children to always look both ways before they walk anywhere anytime in the parking lot. Students are to arrive to school between 8:15 and 8:25.

Lost and Found

Our lost and found is located in the office "Nurse's Room." If you find something that is not yours, please turn it in to the lost and found. Any Items remaining in the lost and found will be periodically donated to a local charity.

Expectations of Students

All students at Credo practice self-discipline and are well behaved at school. Students behave in ways that affect safety or learning. Below is a list of Credo School Rules to help our youngsters positively affect the safety and learning environment at Credo. Please review the rules and expectations with your child. Then sign and return the form at the end of this section to your child's teacher.

Discipline

One of the central aims of Credo is that all students will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential, fosters self-esteem and well being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school.

When there is divergence from these expectations the teachers will seek appropriate interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results are sought.

In situations where classroom expectations are not being met—behavioral, as well as academic and artistic—individualized behavior plans may be indicated. In such a case, the teacher will create a plan designed to meet the needs of the child, sometimes with the help of remedial, resource, behavior or movement specialists or other professionals.

The character of interventions should at all times be congruent with the school's perception of the developmental stages of the student. While imitations and non-invasive interventions are appropriate for younger children, more direct interventions may be required for older students. We at Credo oppose all forms of corporal punishment, public ridicule, shaming or any other form of psychological, emotional, or physical abuse. In the event that a teacher or staff member employs disciplinary procedures that are not in accord with the above stated intentions, or acts in an unprofessional way with regard to the discharge of his/her professional duties, the following steps may be taken:

- following the incident in a timely matter, meetings will occur involving the teacher, administrator and faculty representative
- an investigation into the matter will take place with a written account of the meeting and all information will be shared with appropriate individuals
- if warranted, appropriate staff disciplinary action will follow

Classroom Rules

Each classroom teacher has an individual classroom discipline plan that includes rules and consequences. Classroom plans are consistent with our school and district policies. Classroom teachers review all rules and consequences with students at the beginning of the school year, after spring break, and throughout the year.

Regular Attendance

Currently, schools no longer receive funding from the State of California for pupils who are absent from school. This includes all absences, even those related to illness, medical or doctor appointments, nor for the purpose of attending funeral services of a member of the immediate family. In other words, schools will receive state funding only for students who actually attend school. Studies show that there is a direct correlation between good school attendance and student achievement. Therefore we encourage parents to reinforce the importance of good school attendance and to make every effort to send their student to school on time every day.

School-Wide Redress Procedure

Settling Disputes

Disagreements may arise in any community; such differences are an inevitable consequence of human interaction. In a majority of these situations, the parties involved resolve the problems amongst themselves. The procedure for redress is a sequential series of steps designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

Definition of Redress

Redress as used here refers to the resolution of disagreements. In particular, these disagreements are situations or circumstances thought by the aggrieved party or parties to be unjust or injurious. This procedure is intended to deal with problems that are essentially interpersonal in nature; problems that are not interpersonal are normally referred to the appropriate committee and/or to the school administrator.

Purpose of Redress Procedure

The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Responsibility for Redress Procedure

The Charter Council is responsible ultimately for the resolution of disagreements and the redress procedure; however, authority for the process is routinely delegated as described below.

Basic Principle

Ideally, disagreements are resolved at the lowest level possible. Direct speech is strongly encouraged and begins by engaging directly the person involved **before** bringing the issue to other individuals. In the event that a disagreement involves a

teacher, individuals are encouraged to go directly to that teacher as opposed to bringing the issue first to others.

Levels of Resolution

Level 1: Direct Resolution

- The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance.
- An attempt at direct resolution is to be made prior to requesting administrative resolution.

Level 2: Facilitated Resolution and/or Administrative Resolution

- Facilitated resolution consists of either party accessing the administration to initiate resolution with administrative support.
- The administrative resolution process consists of a meeting between the involved parties with a member of the school administration in attendance.
- An attempt at administrative and/or facilitated resolution is to be made prior to mediated resolution.

Level 3: Uniform Complaint Policy

If a conflict remains unresolvable, community members can file a Uniform Complaint. Filing a Uniform Complaint is done in writing, utilizing the Uniform Complaint form available in the office. The complaint is submitted to the administration or a Charter Council member and will be presented to the Charter Council. This step can be employed after all other steps have been exhausted and the issue remains unresolved. Complaints must be signed but in some instances and/or at the request of the complainant, the identity of the complainant may not be revealed. In these instances, however, the school's ability to provide relief is limited.

Level 4: Mediated Resolution

The mediated resolution process consists of a meeting or meetings between the parties involved with a disinterested third party in attendance. This option will be made available in rare instances and with administrative approval, and only when Administrative Resolution has been used (or deemed not appropriate in the particular circumstance). In most cases, the mediator is a trained professional without any direct connection to the school. As an alternative to such an outside mediator, a member of the school community may serve as mediator with the express approval of all parties involved. It is expected that the parties involved will seek mediated resolution with the understanding that the professional mediator's decision will be final.

Note: All community members, at any point in the conflict resolution process, have the option of bringing their concerns to the public comments section of the Charter Council's regular monthly meetings. Concerns can be brought by the individuals directly to the meeting or emailed to a council member to be read aloud during the public comment portion of the meeting. Anonymous concerns are not allowable.

Typically, information received during the public comments portion of the meeting is not responded to immediately but may be agendaized for further discussion or follow-up efforts designated, if the Council feels this is warranted.

Exceptions

This procedure is designed to moderate the effects of and to assist in the resolution of all in the school community. An exception will normally be made in the case of conflicts involving students. In those cases, every effort will be made to resolve the conflict at levels 1 or 2.

Exceptions to this protocol may also be made in issues involving sexual harassment, child abuse or other law enforcement issues.

Disciplinary Consequences

Students must accept responsibility for their actions when they fail to follow rules, or respect the rights of others and school property. In order to help all students become effective citizens: Credo uses a discipline system that includes consequences to ensure every student's right to learn in a safe environment.

If a student does not follow the school rules, a staff member will respond to the misbehavior. Consequences will follow a logical progression of steps. Examples of consequences are listed below:

- Counseling, problem solving, and/or conflict resolution with the student(s)
- Loss of activity - sitting in the office doing work, using a recess to problem solve in writing, community service (making the campus more beautiful).
- Parent/guardian contact and follow-up at home
- A citation resulting in detention and parent signature may be issued.
- Conference with teacher, parent/guardian, and student
- Conference with administration, parent/guardian, student, and teacher
- Loss of privileges (i.e. extracurriculars)
- In school suspension
- At home suspension

A student who commits a major infraction, as defined by California Education codes, shall receive an immediate referral to the administrator. Such referrals may result in suspension from Credo and/or recommendation to the Charter Council for possible expulsion. Suspensions range from one to five days; expulsions may be for a year or more. Ten days of suspension within a school year will result in the recommendation to the Charter Council for expulsion.