

Comprehensive School Safety Plan 2023-24



Cornell Elementary School

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Introduction

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.¹

California Education Code Sections 32280–32289.5: Comprehensive School Safety Plans

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Guidance about mandatory and recommended content is provided by the CA Department of Education, the Federal Emergency Management Agency, the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS) and Title I, Division 4, Chapter 8 Government Code.

It is important to note that no official template is prescribed in law. The format of this plan follows the elements of the CA Ed Code sections 32280-32289.5 where applicable. A set of appendices is also provided as a reference to State and Local laws and policies that govern this important work.

This plan is a living document to be updated as necessary to meet site, district and community needs, forms or requirements. It is NOT intended to be a “grab and go” guide in an actual emergency.

¹ CA Department of Education, Comprehensive School Safety Plans (<https://www.cde.ca.gov/ls/ss/vp/cssp.asp>)

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Cornell Elementary School Site Council EC 32281 (b)(1)

CA Ed Code section **32281(b)(1)** requires that the plan is written and developed by the School Site Council and that the School Site Council may delegate the responsibility to a Safety Planning Committee. The Cornell School Site Council has delegated this responsibility to a Safety Planning Committee.

Special Recognition

Thank you to the school site safety committee and to the agencies in our local community for their support in developing and maintaining this plan. This is an annual process that requires a commitment to safety, security, and emergency preparedness and we appreciate your dedication to our students and staff.

Cornell Elementary School Site Safety Committee EC 32281(b)(2)

Cornell Elementary Safe School Vision Statement

We believe that feeling and being safe are necessary for students to succeed. We believe in working actively in growing a caring community of teachers and learners in which each member is valued and acknowledged. We believe that connected relationships are key to ensuring that every student receives support and motivation to achieve his/her highest potential.

Cornell School Mission Statement

Our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible.

Cornell Elementary School School Site Safety Planning Committee 2023-2024	
Title	Member Name
*Principal & President, School Site Council:	Catherine Floresca
*Certificated Teacher Representative (4):	Patty Bruns, Teacher 4th Ellen Murff, Teacher 1st April Stewart, Teacher K Tobias Bodine, Teacher Librarian
*Classified Representative (1):	Margaret Glendening, Clerical
*Parent Representative (5):	Sarah Bly Strand Anna Fita Lucy Fuentes Jessica Petrilli Scarlett Zuo
Law Enforcement Representative:	Albany Police Dept. - TBD
Other School Staff:	Pete Fosselius - Lead Custodian (currently available for consultation as needed)

*INDICATES MANDATORY

Reviewed, adopted and approved by the School Safety Planning Committee:

January 16 and February 13, 2024

Consult with Local Agencies EC 32281(b)(3)

1. Name the date when the Safety Committee consulted with a representative from the local law enforcement agency, the local fire department, and the other first responder entities in the community. **September 11, 2023**

Michael Raab Phone: 510-528-5778 x6734 Engineer / Paramedic, CERT
Program Manager **Email:** mraab@albanyca.org

2. Name the date when the CSSP was shared with the local law enforcement agency, the fire department, and other first responder entities. **March 30, 2024**
- Each school must review, update, and adopt its plan by March 1 every year.
EC Section 32286.
 - Ensure the plan is properly implemented.

Public Meeting Presentation of the Plan EC 32288(b)(1)

- Present the safety plan goals with designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan. *EC Section 32288(b)(1).*
 - This may occur as part of a regular parent meeting.

Before adopting its Comprehensive School Safety Plan, the School Site Council or School Safety Planning Committee / Team shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting:

1. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. Education Code 32288
2. A representative of the local school employee organizations

This plan was discussed on **[January 16, 2024]** and was subsequently approved by the Safety Committee and/or School Site Council on **[February 13, 2024]**.

Some Site Council parents have concerns and confusion on what their role is regarding the Safety Plan and need some clarity on what the role of Site Council members is. Some members want to add more to our site plan and/or want to have more of an active role in the development of the School Safety Plan and School Site Plan.

In future years, the Site Council should be informed of this process at their first meeting of the year; informed that the tradition is to delegate the Safety Plan to a Safety Committee; given a copy of our existing Safety Plan as soon as possible; and then presented with the annual update with ample time for comment. **2 weeks prior to public meeting (SSC: Safety Goal Review) we**

will share redacted plan to allow for review of the document and allow for extended time during public comment at the public meeting (SSC: Safety Goal Review) when approving this plan.

School District or COE Approval EC 32288(a)

- Each school must forward the adopted plan to the school district or COE for approval. *EC* Section 32288.
 - The CDE recommends the plan be approved by the district or COE at the next board meeting after adoption or as soon as practical before October 15

This plan was forwarded to the District on February 13, 2024 and approved by the Board on [TBD , 2024].

Cornell Comprehensive School Safety Plan EC 32282

Assessment of school crime EC 32282 (a)(1)

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety.

While the School Safety Planning Committee reviews school, district and community crime data trends, other data can bring value to the discussions. Such data may include one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion Data
- California Healthy Kids Survey
- School Improvement Plan
- Local law enforcement juvenile crime data
- Property Damage data

Data may be more valuable if disaggregated by gender, age, ethnicity, etc.

Based on data analysis, the School Safety Planning Committee shall identify one to three safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are to be shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress should be reported to the School Site Council, staff and parent group.

The Cornell School Safety Committee Reviewed the following information:

1. Suspension and Expulsion Data – 2023-24

There have been 4 suspensions and 0 expulsions.

2. CSSA Reports

Shows no school crime for the current school year

3. Law enforcement interventions or crime reports

Shows no school crime for the current school year

4. Discipline Data/Office Referrals

Data shows increased referrals of students to the office (August to January)

- 5x for the period of August to mid-February:2023 update
- Almost double the number of office referrals from August - January: 2024 update

The Student Wellness Coordinator continues to support staff through Restorative Practices professional development which began in January 2023.

5. Property Loss, Vandalism, and Insurance Reports

Reduced vandalism that includes graffiti on exterior walls, outdoor tables and equipment.
- check with Pete and Sui-Ling

Cornell School Action Steps to Achieve 22-23 SPSA Goal #2 - Climate

Cornell will provide a safe, engaging environment which values inclusion, equity, and a positive school climate for all students and staff.

1. **CA Healthy Kids Survey** (CHKS) administered to 5th grade students and School Staff (every 2 years)
2. Staff will be given the **curricula and tools** to provide instruction in the areas of positive behavioral support of safe, respectful, and responsible behaviors and anti-bias instruction.
3. We will continue to offer **mental health services** through our district intern program to students through individual counseling or small focus groups.
4. Provide lessons from **Childhelp Speak Up Be Safe** to help students prevent, interrupt, and speak up about various types of child abuse.
5. 5th Grade students will receive one week of **Puberty Education** provided by outside contractor who is an expert in the field.
6. We will maintain a school-wide **Positive Behavior and Intervention System (PBIS)** based on BEST strategies **School-Wide Expectations** and the **Peaceful Playground Handbook** We will continue to utilize our behavior matrix for all common areas. The principal will lead grade level assemblies in the beginning of the year, announce positive weekly messages about the expectations, and review them at Community Time assemblies.
7. We will renew our **Student Council Leadership** which includes student council and conflict manager program
8. We will hold monthly **Community Time assemblies** focusing on the

- themes: Welcome Back, Holiday Celebrations, Friendship, and End-of-year
9. We will provide **extra curricular activities** including games and art activities in the library during lunch and noon-time crafts and sports.
 10. The **Student Study and COST Team** will meet regularly with targeted families to help develop strategies for improving student academic and behavioral outcomes
 11. We will provide a **comprehensive safety plan** available for all members of the Cornell community
 12. We will **monitor and respond to student absences** by reaching out to families whose student(s) are chronically absent. We will reinstitute SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) meetings.
 13. Staff will be provided access to a **mental health support program**.
 14. **Bike Safety Week through Safe Routes to School** This program did not happen during the pandemic but our hope is to bring it back. Staff and PE teacher will coordinate. Explore adding **Pedestrian Safety** sessions as a pilot program in 22-23. - check with Joel

All Staff Safety Meetings 23-24

- August 14 & 15 - Mandated Trainings
- September 13 Fentanyl Narcan Awareness Training
- September 27 - Safety Team Assignments and Review
- October 11 - Seizure and Epi Pen Training with District Nurse
- January 3- Active Threat Protocol Review

Strategies & Programs for Safe Schools EC 32282(2)

Child Abuse Reporting Procedures EC 32282 (2)(A)

All staff at Cornell Elementary School are trained in child abuse reporting procedures on an annual basis. The school staff follow all applicable CA State Laws and local procedures as outlined in the AUSD Board Policy and Administrative Regulations. Please refer to the appendix for copies of AUSD BP/AR #5141.

Disaster Procedures EC 32282 (2)(B)

Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.

Use the Standardized Emergency Management System ([SEMS](#)) as detailed in the California Emergency Services Act 2015.

Emergency Response Plans

Cornell Elementary School Emergency Response Teams: 2023-2024

*must have master key/walkie

Incident Command Team (WALKIE CHANNEL 1)	
Incident Commander	Catherine Floresca*
Safety Officer / Logistics	Sui-Ling Angelidis

Operations Teams (WALKIE CHANNEL 2)
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Search & Rescue Team (WALKIE CHANNEL 2)	
Team 1	L- Ellen Murff* - Ali Falconi
Team 2	- Adrienne Kohn - Christiane Zmich/Mark Rassmussen*
Team 3	- Megan Robb - Christin Feuerstraeter

Safety & Security / Rapid Assessment/ Utility & Fire Team (WALKIE CHANNEL 2)	
Team 1	L- Pete Fosselius* - Jose Castro - Joel Gildersleeve
Team 2	- Alyssa Scheepers* - Susan Hughes

Team 3	- April Stewart - Miesje Child*
Team 4	- Lisa Taw* -Julia Schneider

First Aid Team	
L- Patty 1- Lisa Taw 2- Ellen Murff 3- Ali Falconi	

Student Supervision Teams	
Leader* Yoonjoo Lee	
K	Joanie Wickstrom
1st	Sophia Rivera/Tanya Finley
2nd	Deb Desgrosiellier/Annie Kuwata, Scout Sheys, Brandy Biehl
3rd	Sara MacBride
4th	Eugenia Maluf, Leana Shapli
5th	Jacque Wiley/Andrea Pletcher, Beth Shepard
Chinese School	Hong Forrest
Science	Elaine Wong, Robbie Mann
Pines	Elena Curreri
YMCA	Kendricka Watson & YMCA Staff
Staff to Support Students with Special Needs	

Ernesto Rogers, Special Education Aides, Jessica Cortes, Adrienne Roseberry, Christine Leutzinger

Support Team

L - Pete Fosselius - Joel Gildersleeve - Miesje Child - Julia Schneider
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Planning & Intelligence / Admin & Finance Teams WALKIE (CHANNEL 2)	
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Student Release Team	*L Tobias Bodine, Susan Hughes, Christiane Zmich, Julia Schneider Yoonjoo Lee
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Records Team	Margaret Glendening, Nikki Porter
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Staff that are only here on certain days will job share with their job share, or help with student surveillance

PARTNER CLASSES – IN BUILDING

- **Call each other following an emergency announcement to ensure both rooms are aware of the announcement.**
- **Call to see if the partner class needs any help. (Partner classes should have each other's cell phone numbers.)**
- **Partner teachers are based on Classroom location**
- Tobias Bodine (Library), Catherine Floresca, Sui-Ling (Office), Margaret Glendening (Office), Nikki Porter (Office)
- April Stewart(Rm 1) & Joanie(Rm 3), Pines Childcare (Room 5)
- Sara MacBride (Rm 2) & Alyssa Sheepers/Fiona Rhea (Rm 4)
- Christy Leutzinger (Rm 6) &, and Paras & ELOP/YMCA Staff (Room 7)
- Molly Lynch (Rm 9) & Kitchen Staff
- Miesje Child (Rm 11) & Christin Feuerstraeter (Room 12), Holly Castrillon(Room 10)

- Deb Desgrosiellier/Annie Kuwata (Rm 13) & Scout Sheys (Rm 14)
- Adrienne Kohn (Rm 15) & Susan Hughes (Rm 16)
- Leana Shapli (Rm 17) & Jacque Wiley/Andrea Pletcher (Rm 18)
- Ali Falconi(Rm 21) & Sophia Rivera/Tanya Finley (Rm 22)
- Ellen Murff (Rm 23) & Yoonjoo Lee (Rm 24)
- Brandy Biehl (Rm 25) & Christiane Zmich (Rm 26)
- Patty Bruns (Room 27) & Eugenia Maluf(Rm 28)
- Beth Shepard (Rm 29) & Megan Robb (Room 30)
- Annex: Lisa Taw & Julia Schneider (Intervention)
- Hong Shen (Chinese School), Counseling Interns

PARTNER CLASSES ON YARD (EMERGENCY LINE UP ORDER)

Bold – Student Supervision (Teacher assigned to Student Supervision monitors partner class until the other teacher completes assigned jobs.)

After 30 minutes, classes will go to assigned rooms.

Based on line up order

Off-site location –

- **Chinese School, YMCA, & Pines**
- **ChristyLeutzinger** and Ali Falconi
- Adrienne Kohn and **Sophia Rivera/Tanya Finley**
- Ellen Murff and Yoonjoo Lee
- **Annie Kuwata/Deb Desgrosiellier and Scout Sheys**
- Miesje Child and Christin Feuerstraeter
- **Jacque Wiley/Andrea Pletcher** and Alyssa Scheepers/Fiona Rhea
- **Joanie Wickstrom** and April Stewart
- **Leana Shapli and Sara MacBride**
- Christiane Zmich/Mark Rasmussen and **Brandy Biehl**
- Susan Hughes and **Beth Shepard**
- **Patty Bruns, Eugenia Maluf** and Megan Robb

CLASSROOM ASSIGNMENTS – If Main Building is Inaccessible

Rm 21 - Ali Falconi (1st) & Sara Mac Bride (3rd)

Rm 22 -Sophia Rivera (1st) Christy Leutzinger, & Miesje Child (3rd)

Rm 23 - Ellen Murff (1st) April Stewart & Joanie Wickstrom (K)

Rm 24 - Yoonjoo Lee (1st), and Alyssa Scheepers/Fiona Rhea (K) & Leana Shapli (4th)

Rm 25 - Brandy Biehl, (2nd) Christin Feuerstraeter (2nd)

Rm 26 - Christiane Zmich (3rd) & Adrienne Kohn (3rd)

Rm 27 - Patty Bruns & Deb Desgrosiellier/Annie Kuwata (2nd)

Rm 28 - Eugenia Maluf (4th) and Scout Sheys (2nd)

Rm 29 -Beth Shepard (5th) and Jacque Wiley (5th)

Rm 30 - Megan Robb and Susan Hughes (5th)

MPR- Chinese School, Pines Childcare

EMERGENCY RESPONSE TEAM RESPONSIBILITIES

First Aid Team

Triage victims. Administers first aid. Records information about injuries and first aid administered. Determines need for medical assistance. Assures availability of necessary first aid supplies and equipment.

Search & Rescue Team

Follows an orderly and pre-established sweep pattern. Check each classroom, office, storage area, auditorium, bathroom, outdoor area, etc. Check each area 3 ways, visually, vocally, and physically. Reports location of victims to First Aid Team as soon as possible. Triages victims. Records location of victims on checklist. Records nature and location of observed problems on checklist. Reports imminent danger to Operations Section Chief. Marks areas searched to avoid duplication of effort or oversight.

Utility/Fire Team

Shuts off utilities (gas, electricity, and water) in areas where hazards may worsen. Helps suppress or isolate fires until help arrives. Manages shut-down and restoration of utilities

Safety & Security Team

Upon evacuation and after Search & Rescue, secures all buildings, locks doors & gates. Cordons off areas with apparent structural damage or other danger. Stations team members at obvious school access points to direct parents, fire, rescue, police, and medical personnel. Prepares to receive neighbors who wish to volunteer.

Rapid Assessment Team

Performs initial assessment of damage to buildings and structures. Coordinates with the Search & Rescue Team. Checks the perimeter of the school site for damage such as downed wires. Surveys facilities and structures, oversees inspections, looks for obvious problems (structural damage, hazardous materials spills, fires, etc.).

Student Supervision Team

Assesses the ability of all to evacuate. Evacuated areas using assigned evacuation routes. Leads groups to assembly areas. Takes roll and reports status to Logistics Section Chief. Accounts for all. Reports missing students/staff to Logistics Section Chief.

Student Release Team

Establishes reunion points at each access location. As soon as parents arrive, begin to process the release of students to their parents or other authorized guardians. Checks student identification to assure the adult is authorized to take the child. Ask to see identification of person(s) wishing to take students. Obtains signature of person who assumes responsibility for students. Establishes an area for parents of missing or injured students.

Support Team

Stays with students to supervise, inform, care and reassure students and staff, if necessary, throughout the duration of the emergency.

Coordination of Services Team (COST)

- **Used for BOTH Urgent Threat Assessment and Non-Urgent Student Support**

COST members may include, but are not limited to:

- Classroom teacher/s- Various depending on the student/issue identified.
- Counselor- Various depending on the student/issue identified.
- ELD: Julia Schneider, Holly Castrillon.
- Intervention teachers- Reading: Lisa Taw, Andrea Pletcher.
- Principal- Catherine Floresca
- School Community Coordinator- Elena Hoeft
- School psychologist- (TBD)
- Speech Therapist- Adrienne Roseberry

Process:

I have a student I am concerned about.
I've tried many things in the classroom.
And/or I don't know what to do to help.



Complete the [Cornell Student Referral Form](#) You will be contacted with the date of the proposed COST meeting.



COST will review the referral at bimonthly meetings (Wednesdays at 8am) and schedule a follow-up based on the concerns.

Follow-up might include: Scheduling a SST; consultation with specialists; check-ins with parent, student etc.; further assessment; referral for social-emotional support; collaboration with community agency; observations; social-emotional tool use






[Cornell Student Referral Form](#)- link to referral form here.

Cornell Emergency Line Up Order 2023-2024

Cornell Emergency Line Up Order 2023-2024



S O U T H F E N C E

Z	YMCA			7	Z
Y	Pines	ACC	*	5	Y
X	Mandarin School	ACC	*	ANNEX	X
W	Leutzinger	RESOURCE		6	W
V	Falconi		1	21	V
U	Kohn		3	15	U
T	Rivera/Finley		1 *	22	T
S	Lee		1	24	S
R	Murff		1	23	R
Q	Desgrosiellier/Kuwata		2 *	13	Q
P	Sheys		2 *	14	P
O	Child		3	11	O
N	Feuerstraeter		2	12	N
M	Wiley/Pletcher		5 *	18	M
L	Scheepers//Rhea		K	4	L
K	Wickstrom		K *	3	K
J	Stewart		K	1	J
I	Abulencia-Shapli		4 *	17	I
H	MacBride		3 *	2	H
G	Zmich/Rasmussen		3	26	G
F	Biehl		2	25	F
E	Hughes		5	16	E
D	Shepard		5 *	29	D
C	Bruns		4	27	C
B	Maluf		4 *	28	B
A	Robb		5	30	A



PORTABLES
(29 & 30)

updated: January 8, 2024

Earthquake emergency procedures.

Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools.

All staff are aware and trained.

Earthquake Response Protocols:

Principal/Building Administrator/School Incident Command Team

1. During the earthquake, follow the Faculty and Staff Response instructions below.
2. When the shaking stops:
 - a. If you are trapped:
 - Do not move about or kick up dust.
 - If you have a cell phone with you, use it to call or text 911 for help (Need to check with your local 911 center that a text to them works. If it does not work, please remove the texting step).
 - Tap on a pipe or wall or use a whistle if you have one so that rescuers can locate you.
 - b. If you are not trapped:
 - Look around. If there is a clear path to safety, instruct nearby staff and students to leave the building and go to an open space away from damaged areas.
 - Use available communication systems to announce an Emergency Evacuation.
 - Call 911 or designate another staff member to make the call to request appropriate public safety response if you have trapped or missing individuals.
 - Set up a school emergency operations center with your school team as the situation allows.
 - Organize Search and Rescue (SAR) teams, consisting of adults, to search for missing or trapped people.
 - Organize the other Emergency Response Teams: the First Aid Team, Security/Damage Assessment Team, Student Release Team and the Support Team.
 - Notify one of the members in the District EOC Team. If appropriate to the situation, request the member to notify the Transportation Coordinator to stop any inbound buses.
 - Be prepared to “Drop, Cover, and Hold on” in the likely event of aftershocks.
 - If it appears safe to do so, assign a staff member to shut off gas valves. Notify utility companies of any break or suspected break in utility lines as reported from the Security/Damage Assessment Team.
 - Follow the remaining procedures for the Emergency Evacuation for Non-Fire Situations Protocol.
 - Implement the Injury or Illness Protocol if appropriate.
 - Monitor weather radios/televisions.
 - Determine if the Remote Evacuation and Family Reunification Protocol should be implemented. If this protocol is appropriate, notify and coordinate with the District EOC Team to implement it.

- Implement the Media Protocol.

Faculty & Staff Response

1. If you are indoors: Instruct nearby staff and students to:
 - a. Stay inside, move away from windows, shelves, heavy objects or furniture that could fall over.
 - b. Instruct everyone to **DUCK-COVER-HOLD**:
 - Move to an interior wall if cover is not available. Move away from windows and bookshelves.
 - Drop down onto hands and knees and protect head and neck with arms, a book, or whatever is available.
 - Seek cover under sturdy furniture or against a wall or corner nearby.
 - Do not evacuate during an earthquake.
2. If outdoors, instruct nearby staff and students to move away from buildings, gas, electrical lines or anything that might fall. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.
3. Remember that Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in an emergency backpack) to alert rescuers.
4. Use the buddy teacher system if a teacher is injured. The uninjured teacher should evacuate both classes according to the earthquake evacuation procedure.
5. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
6. If a fire alarm goes off, scan your surroundings to see if there is smoke or fire before considering evacuation.
7. When the shaking stops:
 - c. If you are trapped:
 - Do not move about or kick up dust.
 - If you have a cell phone with you, use it to call or text for help.
 - Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
 - d. If you are not trapped:
 - Look around. If there is a clear path to safety, instruct nearby staff and students to follow Non-fire Evacuation procedures to exit the building and go to an open space away from damaged areas.
 - If there are trapped or injured persons, mark the door with a large X using marker or chalk and list time and number of injured or trapped persons inside. Notify the Search and Rescue and First Aid teams immediately following evacuation using the pink or yellow slip from the Emergency Folder.
 - Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
 - Be prepared to “Drop, Cover, and Hold on” in the likely event of aftershocks.
 - Take a class roster, emergency backpack and student kits.

- Upon arrival at a prearranged site or a safe site, take roll and report attendance and any missing or injured students to the principal as soon as it is safe to do so.
- Implement the Injury or Illness Protocol if appropriate.
- Be prepared to implement the Remote Evacuation and Family Reunification Protocol.
- Follow the Media Protocol.

ADDITIONAL CONSIDERATIONS FOR POST-EARTHQUAKE EVACUATION OF A SCHOOL BUILDING

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark.
- Always assess the situation. Coordinate with your Buddy teacher as much as the situation allows.
- Determine if the primary or alternate building evacuation routes (refer to site plans) are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, or utilities appear damaged, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Remember students with disabilities as you determine your evacuation routes.

Search and Rescue Teams: Begin a search of the entire school building. Search rooms doors marked indicating Search and Rescue for missing, trapped or injured people. When everyone has been removed from the room, adjust the door markings accordingly. Check rooms with green Search and Rescue tags to be sure no one is left in the rooms. Report activities to the Principal or designee. After each room is searched and no one is left in the room, close and lock the door if possible.

Security/Damage Teams: Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify the Principal/designee of actions.

First Aid Teams: Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Principal/designee.

Support Team: Provide for the welfare and positive morale of the student population. Set up the cooking area to prepare food service for the students and staff. Maintain the food and water supplies. Provide for sanitation needs.

Student Release Team: Students should be released only to authorized adults. Fill out student release forms for each student allowed to leave.

Fire drills

Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The *EC* requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

The dates for the drills have been scheduled for the 2023-24 school year, listed in the Emergency Preparedness Annex.

School building disaster plans *{to be redacted and placed in annexes, per CDE}*

- {to be redacted and placed in annexes, per CDE and 6254(aa) government code}

Public Agency Access

Insert brief summary of meetings and collaboration with public safety here and include date(s) -

September 11, 2023 Cornell Disaster Training planning

Timothy Smyser AFD, APD Scot Jaffe, Deb Brill

Feb 15, 2023 CERT Training for Staff safety Teams

Suspension/expulsion policies and procedures EC 32282 (2)(C)

The Cornell School Site Safety Committee reviewed the annual data of suspensions and expulsions, which shows that the number of suspensions is 4 and has increased as compared to previous year and that there have been no expulsions.

The policies and procedures for suspensions and expulsions come from Albany USD Board Policy and Administrative Regulations #5144.1, copies of which can be found in the appendix of this plan.

Procedures to notify teachers of dangerous students EC 32282 (2)(D)

Administrators notify teachers of dangerous students by following the AUSD Board Policy 4158 ‘Employee Safety.’ See the appendix for a copy of AUSD BP 4158.

Discrimination and harassment policy EC 32282 (2)(E)

- include hate crime reporting procedures and policies.

See the appendix for a copy of AUSD BP 5143

Schoolwide dress code EC 32282 (2)(F)

- if it exists, that includes prohibition of gang-related apparel.

See AUSD Board Policy 5132 Students Dress and Grooming

Procedures for safe ingress and egress EC 32282 (2)(G)

- of students, parents/guardians, and school employees to and from the school site.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, sites must plan for employee/s and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. The district will facilitate the evacuation of disabled employees, students or other guests at Cornell Elementary School during an emergency.

B. The Director of Public Information & Governmental Relations will keep the community resources updated during an emergency.

Staff to Support Students with Special Needs: Ernesto Rogers, Christie Leutzinger, Special Education Aides

Placeholder for Ingress & egress routes here

Planning

It is recommended that sites identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the site population in the event of an emergency.

- School Site will maintain an updated roster in the main office and district office.
- School Site will maintain emergency information on site/district employees.
- School Site will maintain emergency information on students.
- School Site will release employees according to priorities determined by the District.

On-Site Reunification, Evacuation/Assembly Location(s) TBD by site and District / Public Safety - Cornell Playground

Off-Campus Reunification / Evacuation/Assembly Location - proposed

- Albany Library/Community Center
- Albany YMCA
- Ohlone Greenway (Between Marin and Solano)

Name or Position: As coordinated with APD and AFD

- a. Establish a memorandum of agreement with the reunification / evacuation site(s).

In the event of an airborne chemical or biological release, it is safest for employee/s to remain indoors.

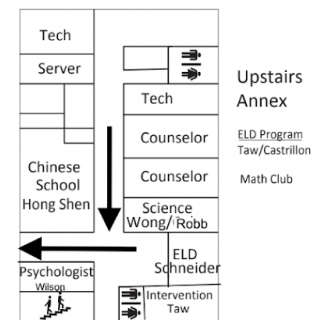
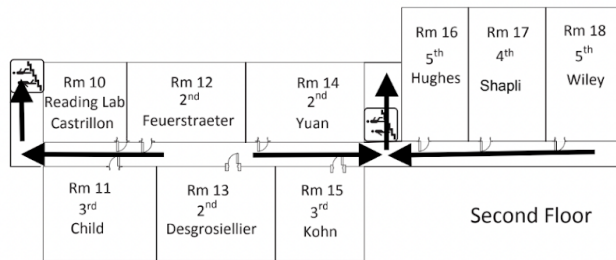
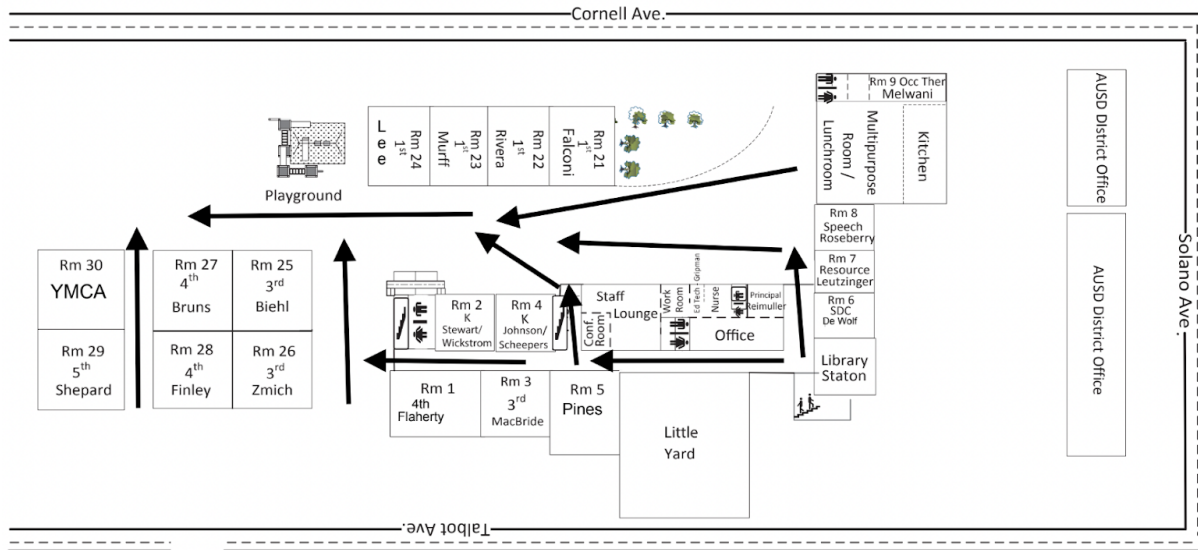
Follow the “Shelter-in-Place” procedures.

C. Employee/s Training

Employees will be trained on an annual basis.

School Site Evacuation Map:

Cornell Elementary School 2022-2023



Maintenance of a safe and orderly environment EC 32282 (2)(H)

The following provides information about current programs at Cornell Elementary School that support a safe and supporting learning environment.

Community-Parent Partnerships

The schools work closely with a broad range of community support groups such as Cornell PTA, SchoolCARE, Albany Education Foundation, Albany Music Fund, City of Albany, and Safe Routes to School to maintain a safe and collaborative community on campus.

Conflict Resolution

The school has an active program in which students are trained in constructive ways of conflict resolution. 4th and 5th grade students serve as Conflict Managers for 1st, 2nd and 3rd grade students on the playground at lunch recesses.

Peer Mediation

The school models and supports conflict resolution strategies. Teachers model and facilitate mediation strategies and teach students to use “I Messages” when in a conflict. The school also integrates BEST behavior (the 3 B’s, Be Safe, Be Respectful and Be Responsible), Welcoming Schools Curriculum, and Second Step programs with periodic classroom lessons.

School Community Coordinator

The school community Coordinator works with Students, Families, and staff (teachers, noon-supervisors, counselors, administrator/s to support positive attendance, identify social service needs, provide restorative conversations and PD, and mediate conflict/behavior.

After-School Activity Programs

Before and after-school fee-based enrichment programs are available to students through the new Education Learning Opportunity Program beginning summer 2023. Classes that are offered include a variety of art, science, music and hands-on experiences for students.

Probation or Law Enforcement Support

The district and schools cooperate closely with local law enforcement through the following means: School Attendance Review Board, Child Protective Services report, vehicle/pedestrian traffic management, and crossing guards.

Anger Management

Staff work individually with students as needed. Students are trained to give “I messages”, use techniques from Second Step, Mindfulness strategies, Restorative Circles, and other positive options when in a conflict. Our mental health counseling interns offer individual and group counseling to students in need, which often includes strategies for students to manage their anxiety and anger.

Gang Intervention

No intentional gang intervention work is being done at the school.

Rules and procedures on school discipline EC 32282 (2)(I)

The school follows all of the District policies and procedures regarding school discipline. These include, but are not limited to AUSD BP 5144 Discipline, AUSD BP 5144.1 Suspension and Expulsion/Due Process, and AUSD BP 5145.9 Hate Motivated Behavior.

In addition, Cornell Elementary School publishes an annual Parent Handbook, which includes chapters on conduct and school rules, school-wide expectations, and discipline. To reference the Parent Handbook, visit the Cornell Elementary School website <https://cornell.ausdk12.org/> and select the “Parents” tab.

CORNELL SCHOOL-WIDE EXPECTATIONS

Week	Area	Be Safe	Be Respectful	Be Responsible
1	All areas	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself. Use all materials and equipment appropriately. Walk in single file lines. Always walk when indoors. Wear masks Wash hands frequently 	<ul style="list-style-type: none"> Use inside voices when indoors. Use kind words and actions. Wait for your turn. Clean up after yourself. Use attentive listening. 	<ul style="list-style-type: none"> Be ready to learn. Be on time. Be helpful. Follow directions the first time. Maintain a positive attitude. Be honest. Take care of materials. Do your best work.
2	Classroom	<ul style="list-style-type: none"> Push in your chair. Store backpacks safely. Line up appropriately. Walk. 	<ul style="list-style-type: none"> Include everyone. Share materials. Be open to differences. Work quietly so students can concentrate. Raise hand before sharing. 	<ul style="list-style-type: none"> Listen to the speaker. Raise your hand to speak. Take turns. Keep the classroom clean. Participate in class and group work.
3	Cafeteria/ Eating Areas	<ul style="list-style-type: none"> Clean hands before eating. Sit with feet on the floor, bottom on bench, and face table. Focus on eating. Be calm. 	<ul style="list-style-type: none"> Allow anyone from your class to sit next to you. Use quiet voices. Use eating manners. Remain seated until dismissed. Raise a quiet hand for dismissal. (1st--3rd grade students) 	<ul style="list-style-type: none"> Clean up after yourself. Eat your own lunch. Put waste in appropriate bin (compost, recycling, or trash).
4	Hallways & Stairs	<ul style="list-style-type: none"> Walk on the stairs and in hallways. Stay in your class line, single file. Be aware of yellow lines on floor. 	<ul style="list-style-type: none"> Hold the door open for the person behind you. Walk with shoulders facing forward. Use quiet feet. 	<ul style="list-style-type: none"> Walk quietly. Help other classrooms stay focused on work. Keep our hallways clean. Pick up litter and

		<ul style="list-style-type: none"> • Stay out of halls at lunch. • Allow others to pass. • Use handrails on stairs. • Take one stair at a time. 	<ul style="list-style-type: none"> • Keep hands and feet to self. 	supplies left on floor.
5	Bathrooms	<ul style="list-style-type: none"> • Flush the toilet. • Wash hands for 20 seconds. • Keep water in sink. 	<ul style="list-style-type: none"> • Knock on stall door. • Give people privacy. • Use quiet voices. 	<ul style="list-style-type: none"> • Use bathrooms for using the toilet or washing hands only. • Leave when you are done. • Socialize outside the bathroom at recess. • Use bathroom pass during class.
6	Playground	<ul style="list-style-type: none"> • Move safely to and from playground. • Stay within boundaries. • Be aware of activities and games around you. • Drink water and use the bathroom before the bell. 	<ul style="list-style-type: none"> • Play fairly. • Include everyone. • Cooperate with yard duty adults. • Solve problems peacefully (using Conflict Managers) • Use appropriate words and actions. • Share equipment. • Be a good sport. 	<ul style="list-style-type: none"> • Follow Peaceful Playground rules. • Listen to adults when they talk to you. • Follow directions the first time. • Ask for help when you need it.
7	Lawn	<ul style="list-style-type: none"> • Use rocks for seating only. • Walk on the grass. 	<ul style="list-style-type: none"> • Clean up after yourself. • Treat plants with care. 	<ul style="list-style-type: none"> • Pick up all trash and place it in its appropriate bin.
8	Office	<ul style="list-style-type: none"> • Stay behind counter and wait for help. • After school, report to office if no one picks you up. 	<ul style="list-style-type: none"> • Use quiet voices. 	<ul style="list-style-type: none"> • Quietly wait your turn. • Come to the office only when needed. Look for adult help first. • Be ready to explain why you're there. • Complete work quietly.
9	Assemblies	<ul style="list-style-type: none"> • Follow your teacher's directions. • Use a single file line when entering and exiting. • Walk calmly inside multipurpose room. 	<ul style="list-style-type: none"> • Sit on bottom. • Listen attentively to presenter. • Participate and clap, when appropriate. • Use quiet voices when waiting for assembly to begin. 	<ul style="list-style-type: none"> • Focus attention on presenter. • Raise hand to speak.

10	Library	<ul style="list-style-type: none"> • Walk at all times. • Pick up books & put them on tables. • Keep your body safe (personal space). 	<ul style="list-style-type: none"> • Listen attentively. • Raise your hand when you want to speak. • Use inside voices. 	<ul style="list-style-type: none"> • Look for books quietly. • Treat books with care. • Bring books back on time.
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Procedures for Tactical Response EC 32282 (2)(J)

- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
 - Procedures to prepare for active shooters or other armed assailants based on specific needs.

Tactical response procedures have been established, trained, but have been redacted, as per Ed Code.

Coordination with other School Site Councils

- Where practical, consult, cooperate, and coordinate with other school site councils or safety planning committees, where practical.

This is applicable to AUSD because of the close vicinity and shared campus facilities, especially between the middle and high schools. Coordination with other Site Councils happens at district level through the Executive Director of Student Services, Tri Group consultants and the District Safety Committee.

Prevention of Bullying

- Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC* Section 32283.5(c).
 - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.

HARASSMENT AND BULLYING

The Legal Authority for Addressing Bullying and Hateful Behavior at School

Today, bullying behaviors at school are recognized as dangerous and harmful acts that victimize the targeted student and bystanders. Bullying is no longer dismissed as harmless teasing or as a normal yet undesirable behavior. Rather, bullying is a pattern of deliberate, negative, hurtful, aggressive acts that works to shift the balance of physical, emotional, or social power.

Behavior motivated by bias or hate is similar to bullying and is intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism. Hateful or biased behavior is motivated in part or in whole by hostility toward a person's real or perceived race, nationality, religion, disability, gender, or sexual orientation. (Education Code sections 200, 220, 233, and 48900.3 describe policies and intent specific to hate-motivated violence. Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95, and 628 define what constitutes hate-motivated crimes.)

The responsibility to establish the school environment lies with the entire school community. The environment evolves from the ideals, policies, practices, and administration of the school. Education Code Section 35294 et seq. requires each school to develop and implement a School Safety Plan as a part of its overall local education plan and to revisit the plan annually and amend it as needed. The first step in the planning process, as described in *Safe School: A Planning Guide for Action*, is to gather a planning committee that actively involves school administrators, teachers, students, and parents. Community service and civic organizations also have important roles as providers and resources to the school.

Definitions of Bullying

During their school careers many students are involved with teasing or aggressive behavior as either a perpetrator or a target. School staff must be aware of children's taunts that occur from time to time and acknowledge injured feelings and issues in dispute. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or a group appears to be unprovoked, intentional, and (usually) repeated.

Bullying among youths may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation).

To avoid confusion or doubt about what constitutes bullying behavior, researcher Ken Rigby proposes a definition of bullying:

A desire to hurt + a hurtful action + a power imbalance + repetition (typically) + an unjust use of power + evident enjoyment by the aggressor + a sense of being oppressed on the part of the target

In addition to direct and indirect bullying behavior, bullying may be of a sexual nature, motivated by bias or hate, or may be a part of a ritual or ceremony:

Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment, and sexual abuse (touching, physical contact, sexual assault).

The Role of Peers

Students are the key to shaping peer norms. Student bystanders (not the bully or the target of bullying) make up a majority of the student body in any school. This population must understand that it has the power to create and promote a school where cruelty and bullying are not tolerated. Students are the most authentic voice for the cause and are capable of helping to tailor and refine prevention and intervention programs and material that meets the needs of their school.

The Role of Adults

Several factors collectively contribute to bullying and other antisocial behaviors and may be found both in the home and in the school; these are:

- A punitive environment
- A lack of positive consequences and reinforcement

- Inconsistencies in the rules and the consequences for breaking them
- A lack of awareness of or responsiveness to individual differences, including those related to ethnicity, and a failure to recognize a student's effort or accomplishment

School staff members may not be aware that their personality, demeanor, and conduct may project a generally negative tone that creates a punitive and oppressive environment. The atmosphere they create may not only discourage achievement but also increase aggression and attendance problems, making it virtually impossible to create an optimal classroom environment.

Both seasoned and new teachers have to make critical decisions in instruction and classroom management by moment throughout a teaching day. Teachers have a strong influence on whether their classroom is a positive or negative environment for students. Whether teachers are making major decisions or minor choices, the tenor of the classroom environment develops around the following basic elements:

- Selection and delivery of appropriate curriculum content
- Student-to-student relationships
- Processes for engaging student participation and learning
- The overall mood and tone of the interactions throughout the day

Connecting these elements to learning and social skills development can be accomplished in subtle and creative ways. For example, connecting curriculum content to social skills development can be accomplished through role modeling and cross-age mentoring or tutoring programs. Fostering student relationships can be accomplished by identifying how to ask for help or how to report a bullying incident to someone of authority. It is important for the responsible adult to be consistent in identifying undesirable behavior and praising desirable attitudes and actions.

Connecting social skills development and curriculum content can also be accomplished through classroom processes by recognizing and celebrating individual or group success or by facilitating classroom community meetings. Such meetings provide opportunities for students to do critical thinking and team problem solving. Establishing a classroom protocol to routine activities can promote classroom expectations and maintain consistency and predictability throughout the day.

Teachers project an overall inclusive mood and tone in the classroom by promoting respect, inclusion, and a sense of community and by designing a physical setting that promotes effective instruction and positive social interaction. Posting clear classroom rules, distributing responsibilities fairly among students in the classroom, and acknowledging individual and group accomplishment and success go far in projecting the impression that the classroom is a safe, all-inclusive place.

Definition of Hate-Motivated Behavior and Crime

A working definition of hate-motivated behaviors is any act or attempted act intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic. Those targeted most often are persons of a minority race, ethnicity, religion, or sexual orientation.

Schools should provide an ideal environment to counter bias. Schools mix youths according to grade level and age, not culture or background. Schools place students on an equal footing and allow individual interaction. School administrators, teachers, classified staff, students, and the community must be equipped to prevent hate behavior and address hate-motivated incidents should they occur. The following suggestions are intended to help schools address these issues:

- Specify the rules of conduct in school documents, presentations, and orientation sessions that are held throughout the year with students, parents/guardians, and faculty. Include the school district and individual school policies that promote tolerance and appreciation of diversity among students and staff, policies concerning activities that would violate acceptable behavior, procedures for reporting a hate incident or crime, and consequences for those who commit hate-motivated actions.
- Assess the existing school climate and identify potential problems by conducting student, faculty, and parent/guardian surveys. Surveying the school helps to identify potential problems and to evaluate the effectiveness of behavior standards and the modeling of positive, respectful behavior.
- Provide training for staff to empower them to act immediately and effectively when inappropriate behavior occurs in their classroom or on campus. School-wide awareness of such behavior and staff development in dealing with it ensure support for the students and staff if they are faced with a hate- or bias-motivated incident.
- Involve community partners as resources for helping to develop both a plan for handling incidents and ways to assist targets and offenders and their families.
- Support student-led projects that promote appreciation and respect for people's differences and encourage and promote the dignity, physical and emotional safety, and support of all students.

A. Site-Adopted Harassment and Bullying Policies

- We believe that all students have a right to a safe and healthy school environment. The district and our school promote mutual respect, tolerance, and acceptance.
- We do not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes

direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

- We expect students and/or staff to immediately report incidents of bullying. Staff members are expected to immediately intervene when they see a bullying incident. Each complaint of bullying is promptly investigated. This policy applies to students on school grounds, while they are traveling to and from school, at an off-site or on-site school-sponsored activity.
- Teachers discuss this policy with students in ways appropriate to their ages and assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent of the student believes that the investigation or complaint was not resolved appropriately, the student or the parent of the student should contact the principal or the school office. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

B. School Safety Planning Committee / Team SHALL:

- Develop specific plans for implementing a program in which different sources convey a consistent message about the school's views and attitude toward bullying. The committee is charged with program oversight and ongoing coordination of the school's efforts to stop bullying behavior at school, such as peer programs and restorative justice.
- Invite concerned persons (e.g., bullies, victims, and parents/ guardians of both the bullies and the victims) to help plan and implement activities.

C. School Safety Planning Committee / Team:

1. Catherine Floresca - Principal
2. Patty Bruns - 4th grade teacher
3. Alyssa Scheepers/Fiona Rhea - K teachers
4. Yoonjoo Lee - 1st grade teacher
5. Ellen Murff - 1st Grade teacher
6. Margaret Glendening - Office Clerk

D. Actions by Site Administration (recommended practice only)

- Since bullying occurs most frequently at school during breaks, the administrator shall schedule playground supervision to make sure students are monitored in class, hallways, restrooms, the cafeteria, and areas identified in the school survey as “hot spots” for bullying.
- Regular school-wide assemblies and teacher/staff development shall be scheduled to raise awareness and communicate the policy of intolerance for bullying behavior.
- A school-wide rule that states, “No Put-Downs, No Name Calling” shall be established.
- Clear expectations for behavior, including the no-bullying rule and the consequences for breaking that rule shall be disseminated and/or posted.
- A confidential reporting system for students (targets of bullying and bystanders) to safely report details of bullying incidents without fear of retaliation shall be established.
- School-wide and classroom activities designed to build students’ self-esteem, such as showcasing special talents, hobbies, interests, and abilities shall be provided.

E. Actions for Teachers (recommended practice only)

Teachers are the adults who interact the most with students. In the classroom, on the playgrounds, and in the hallways teachers have daily, direct interaction and influence with students. As such, teachers are powerful role models and establish the tone of a classroom through their methods and personal demeanor. The following are ideas for teachers to support bully-free schools:

- Help students form cooperative buddy or friendship partnerships to inspire personal responsibility for students who are victims of bullying and to discourage bullying in general. Older students can form mentor partnerships to provide one-on-one support for new students or students who find it particularly difficult to fit in with their peers.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher not to look the other way when bullying incidents occur.
- Develop a classroom action plan so that students know what to do when they witness a bullying incident.
- Teach cooperation by assigning projects that require cooperation and teamwork. For example, high school students act as tutors, mentors, or role models to younger students to enhance the younger students’ ability to make better personal and behavioral decisions.
- Take immediate action when bullying is observed or reported. By taking immediate action and dealing directly with the bully, adults support both the target and the witnesses.
- Confront bullies in private. Engaging the bully in front of peers may enhance the bully’s status and power or lead to further aggression.

- Use an 2-3 minute intervention protocol to stop bullying in its public setting using the following steps:
 - A. Stop the harassment/Interrupt the language and comments making sure all students in the area near you
 - B. Identify the bullying/name calling based upon identified categories (you made a harassing comment based upon race, sexual orientation, etc.)
 - C. Explicitly state school policies, “Our school does...does not...This behavior can be hurtful to others overhearing it.”
 - D. Personalize the change of behavior needed and expected by the perpetrator.
 - E. Address the target: “Tell me, if this happens again. You and everyone else at school have a right to feel safe.”
- Notify parents of both the bully and the target and try to resolve the problems as soon as possible, including referrals to counseling when appropriate.
- Provide protection for students who may be targeted by bullies. One measure might include creating a buddy system to reduce the risk of attack or ridicule of the targeted student.
- Incorporate activities that foster mutual understanding and appreciation, such as research projects or invitations to guest speakers.
- Teachers may wish to avoid attempts at mediating between the bully and the target. When someone bullies, the problem is more than a difference of opinion; it is a difference of power. Bullies may use the mediation process to persuade the targeted person that he/she is somehow at fault for the attack.
- Students who are the target of bullying or who witness incidents of bullying often do not know how to react. They experience feelings of guilt, hurt, and stress along with the fear of revealing the experience to anyone. Classroom discussion and activities that help students learn how to react appropriately and safely may help them develop a variety of responses and a level of comfort in getting through such experiences.
- Address during a safety committee / team meeting and if need be, at the threat assessment team meeting if applicable.

Provide students with the following suggestions designed to help foster appropriate responses:
(Post in classroom and in student / parent handbook)

- Try to avoid engaging in acts of bullying and seek help from an adult.

- Report bullying incidents you witness at school to an adult.
- Encourage others to report bullying incidents and help them report if they cannot do it alone.
- Support someone who has been hurt by offering kind words in private and helping them through the next steps.
- Show your disappointment in the behavior by not joining in while someone publicly humiliates, teases, or harasses another and does not participate in the gossip or rumors being spread.
- When you feel safe, show your disappointment in the behavior by speaking up to other bystanders and the target and say this bullying is wrong.
- When you feel safe, ask the target if they want to go with you to get adult help.

F. Cyber-Bullying

- Students are frequent users of the Internet and other technologies and are now using these technologies to bully their peers and sometimes to harass school staff.
- California Education Code 32261, 32265, 32270 and 48900 define bullying of pupils to include bullying committed by means of an electronic act, and authorizes school officials to suspend or recommend expulsion for pupils who engage in bullying.
- Definition of Cyber-bullying: “Cyber-bullying,” sometimes referred to as Internet bullying or electronic bullying, has been defined as the “willful and repeated harm inflicted through the medium of electronic text. It may involve: sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person; or pretending to be someone else in order to make that person look bad.
- Education of students, parents and staff: Because cyber-bullying often occurs away from adult supervision, students are informed about the dangers of cyber-bullying, what to do if they or someone they know is being bullied in this way, and the district’s policy pertaining to appropriate use of district technology and the consequences of improper conduct. Instruction might also be provided in the classroom or other school settings to explain the legal limits of online speech and to promote communication, resiliency, social skills, assertiveness skills and character education. Similarly, school staff and parents should be educated on how to recognize warning signs of harassing/intimidating behaviors and provided with effective prevention and intervention strategies.
- Acceptable use of the district’s technological resources: Schools have a duty to exercise reasonable precautions against cyber-bullying using the district’s Internet system. The district’s Acceptable Use Agreement which students and their parents are required to sign as a condition of using the district’s technological resources, includes an explicit statement that prohibits the use of the district’s system to bully or harass other students.
- Use of filters to block Internet sites: The district has had a robust system on district computers and a technology protection measure that blocks or filters Internet access to

inappropriate sites, and the district has blocked access to social networking sites which are sometimes used to send negative content to others.

G. Staff Training

To ensure bullying does not occur on our school campus, we will provide staff development training in prevention of bullying and cultivating acceptance and understanding in all students and staff to maintain a safe and healthy learning environment.

Resources

Compliance Tool for a Comprehensive School Safety Plan

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating K-12 schools 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. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirements of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain 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, including hate crimes
- 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
- Active shooter or other assailants

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.

An extensive collection of resources, including a sample “Compliance Tool for a Comprehensive School Safety Plan” can be found at the California Department of Education website page “Comprehensive School Safety Plans.”

Guidelines to Support the Annual Review and Evaluation of the CSSP

The following guidelines may be utilized to support the annual review and evaluation of the safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with SEMS (Standardized Emergency Management System), NIMS (National Incident Management System) and Government Code.

The guideline/checklist has been organized into two parts:

1. An assessment by the Safety Committee will be conducted to assure a safe and healthy workplace for employee/s and the community. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the comprehensive safety plan which is certified by the members of the Safety Committee, Cabinet and the Superintendent before being presented to the Board for final review and adoption.
 - Child Abuse reporting procedures
 - Procedures to notify employee/s of dangerous situation
 - Discrimination, Harassment and Sexual Harassment Policies
 - Safe ingress and egress to and from site
 - Rules and procedures on discipline in order to create a safe and orderly environment conducive to the workplace
 - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Implementation of Plan

The written plan will be made available to all employee/s. The plan will be posted on the District's website www.ausdk12.org.

Mandated Policies and Procedures

The District Safety Committee reviews the site safety plan and makes necessary updates and revision(s). The safety plan must include the following components:

- Child abuse reporting consistent with Penal Code 11164
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
- OSHA Workplace Violence Plan

- Discrimination, Harassment and Sexual Harassment Policies
- Routine and Emergency Disaster Procedures that include:
 - ☐ Emergency and Disaster Preparedness Plan
 - ☐ Fire Drills
 - ☐ Bomb Threats
 - ☐ Earthquake Emergency Procedure System
 - ☐ Transportation Safety and Emergencies
 - ☐ Shelter In Place/Lockdown
 - ☐ Active Shooter or other Armed Assailants

As the team reviews the following mandated components, critical questions to review include:

- ☐ What is the policy or procedure?
- ☐ How employee/s is notified that this policy exists?
- ☐ How is employee/s notified relative to a specific incident?
- ☐ What employee/s training(s) have been completed?

What additional trainings are needed?

Annexes (to be redacted, as per CDE)

Annex #1 Preventative Lockdown Protocol

- {to be redacted and placed in annexes, per CDE and 6254(aa) government code}

Annex #2 Emergency Lockdown Protocol

- {to be redacted and placed in annexes, per CDE and 6254(aa) government code}

Annex #3 Room Clear Protocol

- {to be redacted and placed in annexes, per CDE and 6254(aa) government code}

Annex #4 Reverse Evacuation Protocol

- {to be redacted and placed in annexes, per CDE and 6254(aa) government code}

Annex #5 Bomb Threat / Suspicious Packages Protocol

- {to be redacted and placed in annexes, per CDE and 6254(aa) government code}

