

Biggs Unified School District

Biggs Elementary School

School Safety Plan

**2023-24
School Year**

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School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP) Funding is outline in the district LCAP which is updated yearly.

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior and disciplinary consequences.

The district and school consults with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills and use of school facilities in times of emergency or disaster.

School Profile

Biggs Elementary School (TK-8) is one of three schools in the Biggs Unified School District. The school is adjacent to the District Office and borders the Biggs High School campus to the east.

School Mission / Vision / Values

Mission Statement

Biggs Elementary School, staff and community are committed to creating a safe, positive environment where academic excellence is promoted and individual growth is celebrated. All students will become lifelong learners who will value education and accept their social and global responsibilities.

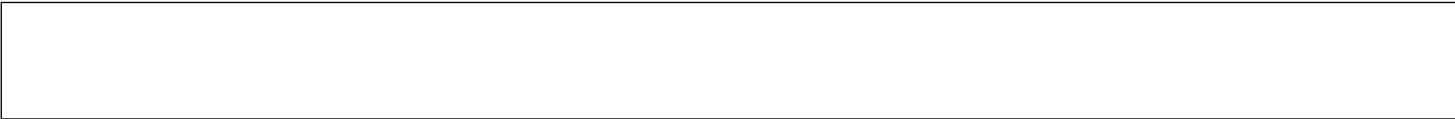
School Vision

Biggs Elementary School will be a professional, collaborative community characterized by high quality teaching that focuses on student achievement with the premise that all students can learn.

A safe environment is a priority for learning for all students

School Core Values

- Focus on students/children
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism and respect



Safe School Commitments

Biggs Elementary School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office, community and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of all.

Safe and Orderly Environment

The School's Social Environment

Leadership at Biggs Elementary School is a shared process. A proactive role is assumed in all phases of the school operation. The Dean of Students sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

The School's Culture

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers, support staff and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the Dean of Students, teachers and staff. The daily goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded.

Classroom Organization and Structure

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

Description of School Grounds

The school campus encompasses several buildings, which have numerous corridors, separate modular classrooms and a playground. The playground is grass and the asphalt area includes basketball courts. A baseball diamond is provided.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Several camera have been updated around the campus.

Maintenance of School Buildings/Classrooms

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

School Safety and Security Procedures

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Every teacher uses a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.
- Pupil conduct standards and consequences for are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.
- Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Biggs Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

Safe Ingress and Egress Procedures

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

Crisis Response and Emergency Procedures (CRP)

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

Preventative Safety Strategies

Introduction

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. Biggs Elementary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Biggs Elementary School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School-wide Discipline Policy and Rules

Effective and safe schools, develop and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Biggs Elementary School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

Student Recognition Programs

Biggs Elementary School offers several recognition and award programs such as Principal Club, awards assemblies and reward trips.

Preventing and Intervening: Pupil Negative Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. We partner with Victor Services, which provides counseling to students with Medical. These counseling sessions take place during school hours. We also implement Restorative Practices with the intention of helping students learn from their poor choices.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Student Study Teams

The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

Professional Development

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success. Staff has been train on Universal Design for Learn (UDL), and 8 teachers have on Language Essentials for Teachers of Reading and Spelling (LETRS) and also have knowledge around a variety of disregulating behaviors and how to de-escalate these behaviors.

Nondiscrimination and Fair Treatment of Pupils

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

Bullying and Cyberbullying Prevention and Procedures

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

Gang Affiliation and Graffiti

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Alternative Educational Programs

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

Campus Supervision

The school employs a Dean of Students and campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the Dean of Students, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program include providing 6th-12th grade pupils with a comprehensive drug and violence prevention program and providing all pupils in grades sixth through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

Visitors and Disruptions to Educational Process

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Parent/Guardian Involvement

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a monthly newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for teacher-parent conferences.

Parent and Community Linkages

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

Teacher Notice of Disciplinary History

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

California Safe Schools Assessment

Biggs Elementary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

Truancy and SARB Referrals

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB)

School Safety Related District Board Policies (BP)/Administrative Regulations (AR)

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

School Safety Action Plans

Improvement Goal:

- To provide a safe environment for all students and staff at Biggs Elementary School
- To improve school safety through upkeep on school grounds

Strategies	Resources	Responsible Staff	Timeline	Budget
Physical Environment Post new signage: <ul style="list-style-type: none"> • Closed Campus/No Loitering • No Dogs on Campus • Visitor Sign-in • This campus is under video surveillance 24 hours a day seven days a week. 	Purchased by District Office	District Office and Maintenance and Operations	Fall 2017	DO funding
Distribution of new (CRP) crisis response procedures folders/review of procedures. Classroom posting of CRP flip chart.		District Office Dean of Students	Ongoing	General
Re-define playground boundaries by grade level and implement new playground rules and communicate regularly to all involved,		Dean of Students and staff	Ongoing	
Implement safe cafeteria rules and procedures.		Dean of Students and staff	Ongoing	
Classroom doors are key locked with a quick release option in the event of a lockdown.		District office staff	Ongoing	DO funding
School Climate	Expectations	Dean of Students	Ongoing	No cost

Behavioral Expectations Trainings				
Purchase of any Behavioral Modification Materials.	Positive Behavior Support Interventions	Dean of Students	Ongoing	Site Funds
Continue to enhance positive behavior rewards to support Nurtured Heart Approach to discipline.	District staff	Dean of Students	Ongoing	Site Funds
Provide student assembly on bullying.	District Staff	School Counselor, All Staff Dean of Students/Maint.	Ongoing	No Cost
Post behavior expectations and school rules signs throughout the school	Social Stories curriculum	Speech and Faculty	Ongoing	General
Implementation of Social Stories Groups in small group setting			Ongoing	
Video surveillance expenses including the purchase of new cameras	Gaynor Systems	District	Ongoing	District Funds
Add fencing and gates	materials	DO maintenance	Ongoing	General Fund
Add handicap access sign	sign	Dave Browning	Ongoing	General Fund
Vulnerability Assessment	Regional Assessment Center	Superintendent	Ongoing	General Fund

Evaluation Criteria

End of year evaluation of completion of strategies.

Attendance records for training, copy of implementation plans, meeting agendas and minutes.

Appendix A: Assertive Discipline

School Citizenship

Biggs Elementary, Biggs Middle and Richvale Schools utilize an assertive discipline approach to discipline. Our philosophy is based on the following principle:

Children need to live in a safe and caring environment that holds them responsible for their behaviors.

We feel this principle can best be met by teaching students exactly what behaviors are expected, by recognizing and rewarding appropriate behavior, and by providing consequences for students who choose to ignore their responsibilities.

To this end, each teacher has established a set of rules, which is posted in their classroom. The rules deal with teacher expectations for student behavior in that class. While no two teachers have exactly the same behavior expectations, all teachers have established their classroom responsibilities rules around the principle that "no student will be allowed to prevent teaching or learning from taking place."

In addition, teachers have established a specific set of rewards and disciplinary consequences to encourage students to meet their citizenship responsibilities. Once again, while rewards and consequences may vary, each teacher has explained his/her rewards and consequences and has posted them in the classroom. All students are aware of what will happen if they choose to disregard the rules.

Assertive discipline rules, rewards, and consequences are also used to govern behavior in the cafeteria, library, computer lab, on the playground during recesses, and while students move about school grounds.

Students' Classroom Responsibilities

1. Students are expected to go directly to their desks and be ready to begin lessons upon entering the classroom.
2. Students are expected to bring all necessary materials with which to work.
3. Students are expected to enter and leave the class in an orderly manner.
4. Students are expected to leave classrooms neat by putting classroom materials in their proper place by putting all waste paper in the wastebasket.
5. Students are expected to pay attention and to accept their responsibilities as members of the class.
6. Students are expected to show respect and consideration of others.

In addition: Students are expected to display good conduct on the way to and from school, on the school grounds, and at all school functions on or off campus. Students are expected to maintain a positive image in the eyes of our community.

Specific School Rules

1. Running in the halls and on the sidewalks is forbidden.
2. Gum is not to be chewed on campus.
3. Fighting, wrestling or any form of rough play is forbidden.
4. Throwing rocks, sticks or other objects will not be tolerated.
5. Climbing on trees, backstops, fences, roofs and other structures (except playground climbing structures) is forbidden.
6. Being around bicycle racks during play periods is forbidden.
7. Playing in or around the restrooms or with drinking fountains is forbidden.
8. Possession of knives, guns, toy guns, matches, hardballs or other objects that could cause bodily harm is forbidden.
9. Toys are not to be brought to school without prior approval.
10. Snacks are to be eaten only in supervised areas and trash are to be placed in a trashcan.
11. Students are to walk bikes at intersections, on sidewalks and on school grounds.
12. Students are to cross streets only in designated areas.
13. Students are to play games only in designated areas.
14. Passing through the office is forbidden.
15. Students are expected to attend school punctually and regularly.
16. Students are expected to leave campus immediately at the end of school programs.
17. Go directly home after school. (Do not go through the High School campus).
18. Students are to arrive no earlier than 7:30 a.m. at Biggs Elementary, and no earlier than 7:45 a.m. at Richvale Elementary. Students at both schools may not return to play until 6:00 p.m.
19. Playing bang ball against a building wall is forbidden.
20. Playing baseball, kickball or football on the black top is forbidden unless supervised by adults.
21. Profanity and other inappropriate language will not be tolerated.
22. Wearing shoes without backs is forbidden (flip flops, etc).
23. Library rules and procedures are to be followed.
24. Cafeteria rules and procedures are to be followed.

Cafeteria Rules

The following rules and procedures are expected to be observed in the cafeteria.

1. Cutting in line will not be tolerated.

2. Good manners are expected.
3. Food is not to be taken from the cafeteria.
4. Leave unopened cartons of milk on the cart in the middle of the cafeteria. Any opened cartons are to be placed in the garbage can.
5. Tables are to left clean and free of food and paper.
7. Hats are not to be worn in the building.
8. Students are expected to use "indoor voices".
9. No throwing of food will be tolerated.

Appendix B: Biggs USD Progressive Discipline Matrix

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

Alternatives to Suspension

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program

Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

Explanations and Definition Of Terms

Defiant and Disruptive behavior-Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

Biggs Elementary School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
Mandatory Expulsion [E.C. 48915(c)]				
Mandatory Recommendation for Expulsion [E.C. 48915(a)]				

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Acts of Violence [E.C. 48900(a)]						
2. Weapons and Dangerous Objects [E.C. 48900(b)]						
3. Drugs and Alcohol [E.C. 48900(c)]						
4. Sale of “look-alike” Drugs and Alcohol [E.C. 48900(d)]						
5. Robbery or Extortion [E.C. 48900(e)]						
6. Damage of Property [E.C. 48900(f)]						
7. Theft or Stealing [E.C. 48900(g)]						
8. Tobacco [E.C. 48900(h)]						
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]						
10. Drug Paraphernalia [E.C. 48900(j)]						
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]						
12. Possession of Stolen Property [E.C. 48900(l)]						
13. Imitation Firearm						
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]						
15. Harassment of a Student Witness [E.C. 48900(o)]						
16. Hazing [E.C. 48900(q)]						
17. Aids or Abets						

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
[E.C. 48900(s)]						
18. Sexual Harassment [E.C. 48900.2]						
19. Acts of Hate Violence [E.C. 48900.3]						
20. Other Harassment [E.C. 48900.4]						
21. Terrorist Threats [E.C. 48900.7]						

* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

Appendix C: California Child Abuse and Neglect Reporting Act

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

The Intent of California Law

To protect the child and any other children in the home.

To provide help and resources for the parent or caretaker.

Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

Any citizen can make a report of suspected or known child abuse to a child protective services agency.

However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

Record Keeping

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

Who are Mandated Reporters in California?

Child Care Custodians

In Public and Private Schools

Teachers

Instructional Aides

Teacher's Aides

Teacher's Assistants

Classified Employees

School Bus Drivers

Administrative Officers

Supervisors of Child Welfare and Attendance

Certificated Pupil Personnel Employees

School District Police or Security

Administrators, Presenters or Counselors of Child Abuse Prevention Programs

Social Workers

Law Enforcement

Fire Fighters

Probation Officers

Parole Officers

District Attorney investigators, inspectors and family support officers

Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators

Administrators and employees of child day care facilities

Licensing Workers

Public Assistance Workers

Foster Parents

Employees of Child Care Institutions:

Health Practitioners

Clergy

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D: Procedures for Notifying Teachers About Discipline History

Each September and January, 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. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school 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. Copies of the written notice are maintained in the school office.

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

Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures

Hygienic Safety Practices

All staff member are required to watch video's provided by Vector.

Universal Precautions

All staff member are required to watch video's provided by Vector.

Blood Borne Pathogens – Safety Practices

Students:

Student are directed to not to touch any blood or other object contaminated objects and to contact the office.

Employees

All staff member are required to watch video's provided by Vector.

Identification of Risks of Occupational Exposure

All staff member are required to watch video's provided by Vector.

Appendix F: Safety Emergency Drills and Training Log

Date/Time	Type of Drill	Comments
August 2023	Fire Drill	8/22
September 2023		9/20
October 2023	Fire Drill	10/24
November 2023	Fire Drill	NA
December 2023	Fire Drill	NA
January 2024	Fire Drill	1/11
February 2024	Fire Drill	
March 2024	Fire Drill	
April 2024	Fire Drill	
May 2024	Fire Drill	

Appendix G: Safety Plan Review – Approval Form

Biggs Elementary School

COMPREHENSIVE SCHOOL SAFETY PLAN

School Site Council Review/Approval and Public Meeting Certification

School Year 2023-24

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Biggs Elementary School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: _____ Date of public meeting: _____

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

Signatures

Name School Site Council President	Signature	Date
---------------------------------------	-----------	------

Name Principal	Signature	Date
-------------------	-----------	------

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

Superintendent Signature	Date
--------------------------	------

Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data. <u>Types of Data for review:</u> <ul style="list-style-type: none"> • UMIRS data from Con App. Pt. 2 • Office Referrals • Attendance rates/SARB data • CA Healthy Kids Survey data • Property damage data • Local juvenile crime data 	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> - Child Abuse Reporting - Code of Conduct for Students - Suspension and Expulsion Procedures - Universal Precautions Procedures - Teacher Notification of Dangerous Students - School Dress Code (if applicable to school) - Access to the school campus (Visitors) - Safe egress and ingress procedures for students and adults (Fed.Req.) 	Yes	Procedures in plan appendices. In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: _____ Principal Signature: _____

Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2023-24

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2023
Key Findings of Evaluation Presented to Council	Yes	December 2023
Annual Evaluation of Safety Plan Conducted	Yes	December 2023
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2023
An Action Plan Has Been Developed	Yes	January 2024
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2024
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2024
Public Meeting Held on the Safety Plan	Yes	February 2024
Law Enforcement Approval of Plan	Yes	February 2024
School Site Council review and approval	Yes	February 2024
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2024

BIGGS UNIFIED SCHOOL DISTRICT COMPREHENSIVE SCHOOL SAFETY PLAN ADDENDUM

Biggs High School, Biggs Elementary, Richvale Elementary

SB 323

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

SB 10

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.

- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

SB 671

REPORTING AND ASSESSMENT PROCEDURES

The Biggs Unified Schools uses a multidisciplinary threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus.

MULTIDISCIPLINARY THREAT ASSESSMENT TEAM

The multidisciplinary threat assessment team responds to, manages, and documents threats at Biggs Unified School District Schools.

- **Team Leader** - The team leader will be the principal at each school site.
- **Threat Assessment Team** – There will be multiple individuals assigned to the team. The team could consist of the school principal and a school psychologist, teacher, coach, another school administrator, or a school resource officer.
- **Interviews** - Interviews of classmates, teachers, parents, and the student of concern will be assigned to the team by the team leader.
- **Assessment Behaviors** – An assessment behavior is also known as a concerning behavior. A concerning behavior, is any dangerous, violent, or unlawful activity at school, school sponsored activity, or on a school bus. Other concerning behaviors can include sudden changes in behavior, appearance, withdrawal, isolation, or performance decline.
- **Team Meetings** – The team will be assembled whenever a report of concerning behavior is received. The team will regularly meet at the start of each school semester to engage in learning activities, scenario-based training, and to evaluate the team’s roles and responsibilities.
- **Intervention Threshold** – Early intervention is a goal of the team. The team should make an inquiry into any concerning behavior that is presented to the team leader or any member of the team. The team may also investigate other behaviors not listed in this safety plan and choose to intervene.

REPORTING

Biggs Unified Schools acknowledges the need for multiple paths to report potential incidents of dangerous, violent, or unlawful activity.

Biggs Unified Schools primarily receives reports through staff or a trusted adult on campus. Any staff member who receives a report of concerning behavior will immediately notify the school site administrator or designee. If a report is received on a bus, the bus driver will notify the school site principal where the student of concern attends.

As an additional reporting option, Biggs Unified Schools uses CatapultEMS Community Threat Reporting. CatapultEMS Community Threat Reporting allows any student, parent, or community member to report a concerning behavior. The CatapultEMS Community Threat Reporting option is located on the main school webpage titled “ANONYMOUS REPORTING.”

Biggs Unified Schools allows anonymous and confidential reporting to the school. Any person making a report to a school official or trusted adult should request their information remain confidential when making the report.

Schools may choose additional reporting options to include:

- Phone message tip line
- School or district website
- Dedicated email address
- Mobile application

Reporting options will include the hours and days each option is monitored. Reporting options will direct anyone making a report to call 911 if the emergency occurs outside of school hours.

The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

ASSESSMENT

After the school principal receives a report of concerning behavior, the principal will collaborate with the team and determine the next step. Assessment procedures and techniques can include the following:

- **Law Enforcement Intervention** – Reports of weapons, threats of violence, or concerns about an individual’s safety will be reported to law enforcement.
- **Documentation** – The school or district will maintain all documents created during the assessment. The team leader will control access to the records.
- **Community Systems Approach** – This approach identifies the different sources from which the team can gather information. Sources could include interviews, social media, class assignments, desk or locker areas, law enforcement, family, employers, or school records.
- **Parents** – Parents should be notified as soon as practicable. The team leader will be responsible for parental communication and notification.

MANAGEMENT

After the initial assessment, the team will meet to decide if the incident needs to be documented, referred to law enforcement, or receive additional management and evaluation.