



Latrobe School District

Comprehensive School Safety Plan (CSSP)

March 2021 – March 2022

2020-2021 ADA: 154

Sites: Latrobe Elementary School
Miller's Hill School

Administrator: Natalie Miller, Superintendent/Principal

Revision Date: February 18, 2021

Safety Committee Approval: February 22, 2021

Board Approval: March 16, 2021

Safety Committee Approval:

| Name | Title | Signature | Date |
|----------------|--------------------------|-----------------------|---------|
| Natalie Miller | Superintendent/Principal | <i>Natalie Miller</i> | 2/22/21 |
| Aaron Bryant | Maintenance Supervisor | <i>M u</i> | 2/22/21 |
| Tracy Pearson | District Secretary | <i>Tracy Pearson</i> | 2/22/21 |
| Joy Worth | School Secretary | <i>Joy Worth</i> | 2/22/21 |
| Sarah Milton | Parent | <i>Sarah</i> | 2/19/21 |

Table of Contents

| | |
|--|----------|
| Part 1 – Introduction / District Overview..... | 3 |
| • Purpose & Vision..... | 3 |
| • District Overview..... | 3 |
| • Campus Safety..... | 4 |
| • School Environment..... | 4 |
| • Emergency Situations..... | 5 |
| • Role of the Parent..... | 5 |
| Part 2 - Safety Plan..... | 6 |
| A. Planning Committee..... | 6 |
| B. School Vision..... | 7 |
| C. School Safety Assessment..... | 8 |
| D. Areas of Desired Change..... | 9 |
| E. Goals and Objectives..... | 10 |
| • Summary Page: Culture and Climate..... | 10 |
| • Summary Page: Physical Safety of Students and Staff..... | 11 |
| • Component 1: Personal Characteristics of Students and Staff..... | 12 |
| • Component 2: School’s Physical Environment..... | 15 |
| • Component 3: School’s Social Environment..... | 16 |
| • Component 4: School’s Cultural Environment..... | 18 |
| F. Alignment of Goals and Objectives..... | 19 |
| Part 3 - Appendixes | |
| A. Emergency Preparedness Manual | |
| B. Incident Command System | |
| C. Site Maps | |
| D. Crisis Response Box Contents | |
| E. Disaster Procedures | |
| F. First Aid/Medical Care | |
| G. Monitoring Communication | |
| H. Aftermath | |
| I. Site Learning Environment | |
| J. Annual Schedule | |
| K. Staff Development Plan | |
| L. Assessment of Recent Incidents | |
| M. Rules/Discipline Plan | |
| N. Suspension/Expulsion | |
| O. Sexual Harassment | |
| P. Bus Evacuation Procedures | |
| Q. Dress Code | |
| R. Child Abuse Reporting | |
| S. Pandemic Plan | |
| T. Red Cross Agreement | |
| U. Annotated Index | |
| V. Memorandum of Understanding | |

Part 1 – Introduction/District Overview

Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plan, became law. This bill requires that the school site council or designated safety committee write and develop a Comprehensive School Safety Plan, to be reviewed and updated by March 1st of every year. The CDE has developed a checklist of required components to support districts in maintaining a compliant CSSP.

Due to school safety and security concerns, only the most currently updated plan summary can be accessed here. A copy of the complete safety manual containing all of the mandated background documents and emergency procedures, is located at the District office.

Vision

“The Latrobe School District is committed to providing for the intellectual, physical and social needs of each child. We will provide a healthy and safe environment in which students can learn and grow.”

The Latrobe community, which includes students, staff, families, and community members, truly believes that every child can succeed. We work together in a collaborative manner to provide an education that nurtures and builds the academic and social emotional strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid research-based planning is the key to a broad, quality academic program.

District Overview

The mission of Latrobe Elementary School District is to provide academically rigorous curriculum by promoting and challenging the intellectual, creative, physical and social development of all students in an environment where students are respected and feel connected. At Latrobe, we foster positive behavior through a school-wide system of support that is based on PBIS strategies.

Latrobe Elementary School District is a TK-8 district located in Shingle Springs, CA. The current enrollment of Latrobe Elementary School District is approximately 154 students housed on two different school sites, Latrobe Elementary and Miller’s Hill. The district opened in 1865 as a K-8 district.

The academic program is focused on strong core academics based on California state standards. Latrobe School District is committed to providing students with a solid academic background in a safe and supportive environment. Student progress is monitored through various sets of data such as standards-based assessments in the classroom, state assessments and formative assessments. In addition to academics, students participate in a fine arts program, FAME, choral and instrumental music, dance, 6-8 Electives, Nature Bowl, Spelling Bee and a variety of sports.

Student safety is made a priority with regular drills and safety practices. These are coordinated with local emergency responders to ensure their effectiveness. The emotional safety of students is also a priority and is addressed in a number of ways. There is no tolerance for bullying. Students and staff work to create an environment that is positive and safe. They play an active role in speaking out against bullying and teasing in positive ways. Teachers build relationships with students that create connectedness to the school and each other. Our school counselor is available one day per week to assist individual students who struggle both academically and emotionally.

Campus Safety

Campus safety is the district's top priority. A safe learning environment is essential for students of all ages. Without it they are unable to focus on learning the skills needed for a successful education and future. Promoting school safety creates an open space for kids to explore, learn and grow.

Staff works together with local law enforcement, parents and students to prevent, prepare and respond to emergency situations. The following appropriate strategies and programs needed to provide or maintain a high level of school safety are addressed at each school:

1. Child abuse reporting procedures.
2. Disaster procedures, routine and emergency.
3. Policies for students who committed acts leading to suspension or expulsion.
4. Procedures to notify teachers of dangerous pupils.
5. Discrimination and harassment policy.
6. Provisions of a schoolwide dress code.
7. Procedures for safe ingress and egress.
8. A safe and orderly environment conducive to learning at school.
9. Rules and procedures on school discipline.
10. Procedures for conducting tactical responses to criminal incidents.

School Environment

School is more than the academic instruction that occurs in the classroom. Our students' education also depends on an environment that supports learning. The Latrobe School District Code of Conduct is annually reviewed by all students and staff. It is given to the students in hard copy at the beginning of each school year and is posted on the district website. It states that school is:

A Place to Learn
A Place to Grow
A Place to Be Safe
A Place to Be Proud
A Place to Work Together

It is impossible for students to achieve at their fullest potential if they fear for their safety. The long-term effects of bullying/cyberbullying, cruelty, bias, and hate-motivated behavior can have a tremendous impact on student success—both for the victims and for the perpetrators. Along with detailed policies and regulations, the district has bullying

prevention programs in place and is constantly searching for different opportunities for training of all of our staff members.

Emergency Situations

Latrobe School District has an Emergency Operations Plan with detailed emergency procedures. These documents are included in the complete CSSP. Although it is unlikely that our emergency plans will need to be fully activated the possibility still exists. Therefore, to prepare all members of the school community, including our students, to act on a moment's notice, we conduct emergency practice fire, earthquake, shelter in place, lockdown and evacuation drills periodically throughout the school year.

If the emergency plans do need to be activated, different courses of action will be taken based on the level of threat involved. Here are some examples:

- For an **elevated** threat to safety and security, law enforcement may be called and asked to come to the school. If a student or staff member has been injured, paramedics may need to be called as well.
- At the **next highest level of threat**, law enforcement may be called, and the District may need to notify parents to advise them about the situation or provide further information to them by text and email using our parent communication tool ParentSquare.
- In the **most severe situations**, law enforcement may be called and the school may be directed to close, or evacuate to another location. Any visitors to the campus or alternate location will be asked to produce photo ID to pick up their student. A Crisis Team may be called in to provide counseling and support to students and staff members.

The Role of a Parent

- Make sure that your emergency contact numbers are updated and on file in the school office(s).
- During a real emergency, you probably will not be able to reach the school by phone, as staff will be busy responding to the emergency and the needs of the students. Carefully read the text and email emergency notification messages and follow any instructions from the school.
- Stay calm. Your attitude/actions conveyed to students may be traumatic, especially to young children.
- Rely on factual information from the school district or law enforcement. False rumors frequently surface.
- Recognize that crisis counseling services will be available for you or a child affected by a crisis. Please contact a school administrator or counselor about accessing counseling resources.

Part 2 – Safety Plan

A. Planning Committee

| Name | Position |
|--|---------------|
| Natalie Miller, (Superintendent/Principal) | Administrator |
| Tracy Pearson Aaron Bryant Joy Worth | Staff |
| Sarah Milton | Parent |

Detail: Identify the role or contribution of committee members to the development of the plan. Describe how law enforcement, the community, parents and students are involved.

The School Site Council/Parent Advisory Committee reviews safety plans and pertinent information on school climate that is part of the district LCAP. The responsibility for development of the plan was delegated to the district Safety Committee. Members of this committee include the superintendent/principal, members of the classified staff, and a parent. These individuals were involved in the creation of the plan. The school superintendent/principal managed the project and acted as final editor.

In designing our Safe School Plan, we reviewed data from the 2018-2019 Parent and Student Surveys to identify those areas we excel and those areas that require change. In addition, we reviewed school discipline records and student academic records. Staff members on the team addressed on going safety issues at the weekly classified staff meeting.

In September 2015 district Superintendent/Principal, Natalie Miller and Maintenance Director, Aaron Bryant met with representatives of the Sacramento Sheriff's department for a site and safety plan review. The law enforcement agents both approved of our safety plan and the security of each campus. We continue to build on that plan and update it based on the most current data and information.

Superintendent/Principal Miller works with the El Dorado County Office of Education and county superintendents to annually review and update their Memorandum of Understanding with county law enforcement and supporting agencies.

B. School Vision

Detail: State your school's vision and describe its development, who was involved and how it addresses the goal of school safety.

“The Latrobe School District is committed to providing for the intellectual, physical and social needs of each child. We provide a healthy and safe environment in which students can learn and grow.”

Staff members, through a collaborative group process, developed this vision. The focus was on the student as a whole and their complete experience in the Latrobe School District. The statements have been reviewed by our board members, members of our Site Council/Parent Advisory Committee and most currently our staff members to make sure that our vision is aligned with our LCAP goals and remains relevant for our students, staff and community.

C. School Safety Assessment

Identify statistical data, source(s), and other documentation used to establish your school's safety needs. Identify who assessed safety needs at your school and how the assessment supports priorities and expected outcomes you have identified.

SURVEYS

- Locally developed: Parent Survey
- Locally developed: Staff Survey
- Locally developed: Student Survey grades 4-8
- Informal discussions with students in each grade level.

DISCIPLINE

- Number of referrals to the office
- Suspension/Expulsion records

ACADEMIC ACHIEVEMENT

- Report Cards
- Assessment results
- Promotion/Retention rate
- CAASPP results
- SBAC
- ELPAC
- Accelerated Reader data
- District Benchmarks
- ELA
- Mathematics
- NWEA trimester assessments grades 1-8
- Promotion rate

Annual academic achievement and discipline data is reviewed by staff members and Site Council/Parent Advisory Committee members. The staff also reviews the Student Handbook at the start of each school year. Items for review and/or revision include: code of conduct, behavior expectations, referral procedures, suspension protocol, and dress code.

D. Areas of Pride / Desired Change

Describe your school's safety needs and prioritized areas for desired change.

LCAP Goal #2:

Latrobe School District will provide a safe, orderly and purposeful environment that will allow individuals to thrive and be college and career ready upon completion of the eighth grade.

For the last five years we have called out referrals and suspensions in our LCAP as an area for improvement. Using baseline data from 2016-17 our goal has been to reduce student suspensions by 2% based on the previous year's total.

The data for 2017-2018 was mixed. The number of referrals to the office declined by 48%. The number of suspensions increased by 5%.

Based on this information the district applied for and received the MTSS Grant and \$25,000 to be using on professional development and training. The team attended MTSS training during 2018-2019 and the entire staff was trained in PBIS strategies in 2019-2020.

Our priority is to continue to reduce our referrals and suspensions and promote positive outcomes for our students in the areas of behavior, self-awareness and social-emotional learning. These priorities include reduction in specific types of negative behavior, specifically bullying and aggression. Goals for school climate are included in both the district LCAP and our Single Plan for Student Achievement.

Students at Latrobe Elementary do not take an online survey but instead we use informal conversations to glean information about how they are feeling about being at school, how they feel about some of the programs they are participating in, if they know who to go to for help and if they feel safe at school. The students are overwhelmingly positive about Latrobe Elementary School and their overall experience there.

Students at Miller's Hill take a locally developed survey each spring. Of note are the following results that combine the Strongly Agree and Agree responses:

- Students are active and physically fit - 65%
- Students are respectful to other students - 49%
- Students are respectful to teachers and staff - 68%
- I feel safe at this school - 86%
- Staff members help me find positive solutions to problems - 80%

*The online survey was not conducted last year due to the COVID-19 shutdown. We plan to resume the online survey in April 2021.

E. Goals and Objectives

Summary Page: Culture and Climate

Current strategies that promote a school climate of respect, emotional safety and a caring community:

- Teachers and staff were trained in PBIS and strategies in 2019-20
- Monthly character awards
- School Spirit Days
- School Activity Days and Assemblies (when possible)
- be kind. campaign in January 2021
- Anti-bullying assemblies (when possible)
- Classroom Buddies across grade levels (when possible)
- PTC family events (when possible)

Assessment Issues of Concerns related to school climate:

- Bullying or other forms of mistreatment
- Respect toward others
- Feeling connected to school
- Feeling safe at school
- Knowing how to get help when I need it

Safe School Plan strategies to promote a school climate of respect, emotional safety and a caring community:

- Staff training/monitoring on the continued implementation of PBIS
- Talon Tickets and Bobcat Bucks
- Offer Love & Logic training for staff at EDCOE
- Increase frequency of recognition through our positive rewards system
- Be Kind Weeks and the Great Kindness Challenge
- Generate greater school spirit and concern for student population with Spirit Week and other school wide activity days
- School-wide assemblies and/or class study on anti-bullying and cyberbullying (when possible)
- Work with students and their parents who are exhibiting extreme behavior in a positive manner and establish behavior goals for these students
- Community service requirements for seventh and eighth graders
- Discipline and behavior expectations review at the beginning of the year
- Classroom and school-side posters of school rules SKIP and REACH

E. Goals and Objectives (continued)

Summary Page: Physical Safety of Students and Staff

Current strategies in place to insure physical safety of students and staff:

- Latrobe Elementary School - Locked gates during school hours
- Staff wear ID Badges daily
- Visitor check-in and badges
- Volunteer Policy (fingerprinting for volunteers)
- August staff training on Mandated Reporting, medical concerns of students, suicide awareness and prevention, school safety procedures and emergency procedures
- All staff carry radios for quick communication
- Regular emergency drills
- Updated emergency plans and preparedness that include: types of drills; fire, weather, earthquake, three levels of lockdown, evacuation and relocation.
- Regular site walk-through to check for physical safety issues
- Informing parents/guardians about safety procedures through parent information meeting or newsletters

Assessment Issues of Concerns related to physical safety of students and staff:

- Openness of campus
- Stability of internet connection
- Older playground equipment
- Lack of shade
- Potable water

Safe School Plan strategies to address physical safety of students and staff:

- Continue to update school and district emergency preparedness plans
- Review updates to plan with staff
- Train all new staff in safety procedures
- Educate students on various drills and procedures throughout the year: fire, lockdown, earthquake
- Schedule drills to practice emergency procedures on a regular basis
- Update parents/guardians on procedures and drills and other safety related information
- Monitor, revise and maintain volunteer procedures and policies
- Collaborate with Sheriff/Fire Departments on emergency preparedness
- Fire prevention visits and assemblies from our local fire department
- Continue monthly site inspections for safety concerns
- Train all in safety procedures
- CPR/AED training
- AED to be located at Miller's Hill
- Annual staff Mandated Reporter and Suicide Training

E. Goals and Objectives (continued)

Component 1: Personal Characteristics of Students and Staff

| | |
|----------------------------|--|
| Goal #1 | <ul style="list-style-type: none"> • To continue to foster a safe, positive learning environment by maintaining connectedness between students and staff and working to help others in our school community. • To create a cultural change in school where students are encouraged to display acts of kindness and compassion to fellow students and the school community. |
| Related Activities | <ul style="list-style-type: none"> • Recognition and/or prizes are awarded to students supporting each other in areas of behavior and academics. • PBIS Staff Development • Include classified staff in PBIS Training • Be Kind Weeks |
| Resources Needed | <ul style="list-style-type: none"> • Discipline Data • PBIS training • Prizes for those students who are supportive to others in areas of behavior or academics. • Prizes for attendance awards • Assemblies to promote positive behavior |
| Persons Responsible | <ul style="list-style-type: none"> • Superintendent/Principal, Natalie Miller • All Latrobe Staff |
| Timeline | <ul style="list-style-type: none"> • March 2021 – March 2022 |
| Evaluation | <ul style="list-style-type: none"> • Number of students recognized for supportive behaviors • Feedback from students • Discipline data • Attendance data |
| Budget | <ul style="list-style-type: none"> • \$500 prizes • \$1500 assemblies |

E. Goals and Objectives (continued)

Component 1: Personal Characteristics of Students and Staff

| | |
|----------------------------|---|
| Goal #2 | <ul style="list-style-type: none"> • Continue and expand school community service projects. |
| Related Activities | <ul style="list-style-type: none"> • Canned Food Drive • Class buddies (when possible) • Kindness Awards • Monthly Character Awards • Spanish elective to kindergarten - Read for the Record (when possible) |
| Resources Needed | <ul style="list-style-type: none"> • Students/teachers to coordinate activities. • Contacts with community service coordinators. • Supplies needed to run activities |
| Persons Responsible | <ul style="list-style-type: none"> • Superintendent/Principal • Latrobe staff members |
| Timeline | <ul style="list-style-type: none"> • March 2021 – March 2022 |
| Evaluation | <ul style="list-style-type: none"> • Timely completion of projects |
| Budget | <ul style="list-style-type: none"> • \$200 Trimester Awards • Materials donated |

E. Goals and Objectives (continued)

Component 1: Personal Characteristics of Students and Staff

| | |
|----------------------------|--|
| Goal #3 | <ul style="list-style-type: none"> • Promote lifelong health/fitness and develop a culture where student's physical well-being is valued. |
| Related Activities | <ul style="list-style-type: none"> • Promote lifelong fitness skills in Physical Education class • Present lessons describing health and hygiene at appropriate developmental levels • Seventh grade health classes • Daily laps after passing and recess at Miller's Hill • Athletic Teams (when possible) |
| Resources Needed | <ul style="list-style-type: none"> • Videos-health and hygiene • Sports equipment • Information to parents and students to advertise the athletic teams |
| Persons Responsible | <ul style="list-style-type: none"> • Classroom teachers • Superintendent/Principal • Classified staff |
| Timeline | <ul style="list-style-type: none"> • March 2021 – March 2022 |
| Evaluation | <ul style="list-style-type: none"> • Data collected at end of year—number of PE lessons • Number of 'feet' collected during jogging days • Nutrition lessons on garden days • Results of the PTFT • Parent and student survey results |
| Budget | <ul style="list-style-type: none"> • \$200 supplies • \$300 PE equipment |

E. Goals and Objectives (continued)

Component 2: School's Physical Environment

| | |
|----------------------------|---|
| Goal #4 | <ul style="list-style-type: none"> • To create a physical environment that is safe, friendly and conducive to learning while maintaining the overall look of the Latrobe Elementary School District school sites. |
| Related Activities | <ul style="list-style-type: none"> • Monthly site safety inspections • Twice monthly garden classes at LES • Gardening class for eighth grade • Maintain the Monarch Butterfly Waystation • Drop Off and Pick Up procedures at each school outlined in the student handbook. |
| Resources Needed | <ul style="list-style-type: none"> • Emergency Procedures/Emergency Bucket • Garden resources • Plants |
| Persons Responsible | <ul style="list-style-type: none"> • Superintendent/Principal • Custodian • Maintenance Supervisor • Garden Coordinator |
| Evaluation | <ul style="list-style-type: none"> • Staff Surveys • Parent Surveys • Data from garden program • Records of inspections, clean up assignments |
| Timeline | <ul style="list-style-type: none"> • March 2021 – March 2022 |
| Budget | <ul style="list-style-type: none"> • \$1,000 garden supplies • \$500 garden coordinator professional development |

E. Goals and Objectives (continued)

Component 3: School's Social Environment

| | |
|----------------------------|--|
| Goal #5 | <ul style="list-style-type: none"> • PBIS, Positive Behavioral Interventions and Supports, which is a program designed to optimize the message of kindness and compassion. It is dedicated to eliminating bullying and harassment on school campus. The goal is also to have a campus that is safe, welcoming, and filled with kindness and compassion. |
| Related Activities | <ul style="list-style-type: none"> • Staff members were trained in PBIS during the 2019-2020 school year. • Regular review and analysis of PBIS data with staff members • Monthly recognition during LES Morning Stretch/MH Monday announcements of student positive behaviors related to character traits • Student of the Week at each school • Assemblies to support positive behavior |
| Resources Needed | <ul style="list-style-type: none"> • MP room required for the assembly. • Audio and video equipment for the presentation • PBIS training for all staff |
| Persons Responsible | <ul style="list-style-type: none"> • Superintendent/Principal • Classroom teachers |
| Evaluation | <ul style="list-style-type: none"> • Student participation • Informal student input • Calendar of scheduled monthly recognition days • Staff Surveys |
| Timeline | <ul style="list-style-type: none"> • March 2021– March 2022 |
| Budget | <ul style="list-style-type: none"> • \$1500 for assemblies • Donations for prizes |

E. Goals and Objectives (continued)

Component 3: School's Social Environment

| | |
|----------------------------|---|
| Goal #6 | <ul style="list-style-type: none"> • Generate greater school spirit and concern for student population |
| Related Activities | <ul style="list-style-type: none"> • Promote greater student participation in all school activities • Continue to support PTC events • Positive Recognition • Partner with Miller's Hill Student Council to provide Spirit Days for 1 week in April and once a month throughout the year. • Clawdeen the Bobcat at recognition days • Monthly school spirit day |
| Resources Needed | <ul style="list-style-type: none"> • T-Shirts • Prizes to reward students selected for character awards • Certificates |
| Persons Responsible | <ul style="list-style-type: none"> • Staff • Superintendent/Principal |
| Evaluation | <ul style="list-style-type: none"> • Number of students participating in spirit day • PBIS data • Parent surveys |
| Timeline | <ul style="list-style-type: none"> • March 2021– March 2022 |
| Budget | <ul style="list-style-type: none"> • \$400 T-shirts • School spirit items, certificates, and prizes – \$200 |

E. Goals and Objectives (continued)

Component 4: School's Cultural Environment

| | |
|----------------------------|--|
| Goal #7 | <ul style="list-style-type: none"> • Create a culture within the school that values learning, individual responsibility and students acting as part of a larger, diverse community. |
| Related Activities | <ul style="list-style-type: none"> • At monthly staff meetings discuss school culture and climate describing areas of success and areas of improvement. • Promote student organization with personal planner (grades 1-8) • Participate in school community projects to have students connect to the larger community (canned food drive, class buddies, 7th/8th student milk/pizza sales volunteers) • Recognition for academic success, attendance and displaying positive school expectations, both athletic and academic participation. • Student volunteers at monthly community Pancake Breakfast |
| Resources Needed | <ul style="list-style-type: none"> • Student planners • ParentSquare |
| Persons Responsible | <ul style="list-style-type: none"> • Staff • Superintendent/Principal |
| Evaluation | <ul style="list-style-type: none"> • Student performance on CAASPP (grade 3-8) • Local assessments • NWEA assessments • Report cards • Attendance data |
| Timeline | <ul style="list-style-type: none"> • March 2021 – March 2022 |
| Budget | <ul style="list-style-type: none"> • \$300 Student planners • \$200 Attendance awards |

F. Alignment of Goals and Vision

How are your goals and objectives aligned with your school's vision? What will your school look like after this project is underway?

As we move toward students achieving high academic standards, we work to provide an environment where they feel safe, welcome, and connected. Our plan addresses many facets of school life, ensuring not only greater physical safety, but also a greater sense of wellbeing for all students in the Latrobe Elementary School District. This plan includes educating students concerning issues of positive self-image, academic excellence, and all-around school spirit. We will also foster connectedness with the school as well as provide valuable experiences as they help others in their school community. In addition, we will work to improve the campus for greater physical safety to both the students and the members of the community who use our facilities.

In short, students will pursue lifelong learning, develop better relationships with each other, make choices for a life of healthy living, and seek to positively impact others in their school community. It is our persistent goal that Latrobe Elementary School District and our two outstanding schools continue to grow and improve as we strive to be an even better place for students to achieve their very best.