



Comprehensive School Safety Plan  
Merced Elementary School  
West Covina Unified School District

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A meeting for public input was held on January 19, 2022 at Merced Elementary School.  
Plan Adopted by School Site Council, January 19, 2022  
Plan approved by West Covina School District, XXXX

**Committee Members**

Monica Dominguez, Principal  
Jeanette Thomas, Teacher Representative/Designee  
Jeannette Martinez, Classified Employee  
Patricia Martinez, Classified Employee  
Nichole Perez, Parent of Attending Student

This document is available for public inspection at the school's Main Office and on the website at <http://www.wcusd.org>



# WEST COVINA

## Unified School District

1717 W. Merced Avenue West Covina, CA 91790 626.939.4600 WCUSD.ORG

February 22, 2022

Members of the WCUSD Board of Education,

On February 22, 2022, officials from the West Covina Fire Department reviewed and provided input on our 2021-22 Comprehensive School Safety Plans.

Sincerely,

Devon Rose  
Director of Student Services  
[drose@wcusd.org](mailto:drose@wcusd.org)  
(626) 939-4600 ext. 1207

West Covina Fire Department Official(s)

Name RYAN BEIHL  
Title FIRE PROTECTION SPECIALIST  
Date 02/17/22

Name: Devon Rose, Ed.D.

Title: Director-Student Services

Date: February 22, 2022

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## School Site Mission

As educators, we believe that all children deserve to be in a safe learning environment in which they can learn the necessary skills to successfully navigate life academically, professionally, and socially.

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# **Assessment of the Current Status of School Crime**

1. Data sources the committee reviewed, such as:
  - a. [2020-21 Merced School Climate Survey](#)
  - b. [2020-21 Suspension/Expulsion Data](#)
  - c. [2020-21 Attendance Data pg1](#)
  - d. [2020-21 Attendance Data pg2](#)

# **Child Abuse Reporting Procedures**

For specific details, refer to West Covina Unified School District Board Policy and Administrative Regulations 5141.4

- [AR Child Abuse Reporting and Neglect](#)
- [5141.4 Child Abuse Neglect and Reporting](#)

# **Disaster Response Procedures**

For specific details, refer to West Covina Unified School District Board Policy and Administrative Regulations 3516.

DISASTER PREPAREDNESS PLAN AND EMERGENCY PROCEDURES, INCLUDING EARTHQUAKE EMERGENCY PROCEDURES AND PROCEDURES TO ALLOW THE USE OF SCHOOL FACILITIES FOR MASS CARE AND WELFARE SHELTERS DURING DISASTERS OR OTHER EMERGENCIES and a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the emergency procedure systems:

Plans shall address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

Additionally, the school safety plan may include tactical responses to criminal incidents developed in consultation with law enforcement. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents. "Tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators. The governing board of a school district or county office of education can confer in closed session with law enforcement pursuant to Government Code 54957 to approve a tactical response plan developed. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

## **Earthquake Procedures**

### **UPON EVACUATION, DOORS REMAIN OPEN**

1. For Drills, an announcement over the intercom system is used. In the event of an actual earthquake, when shaking starts students and staff take the following steps.
2. Students/Staff Duck, Cover, and Hold. Duck under desks/tables COVERing as much of their body as possible, but most importantly their head and neck area. With one hand they HOLD onto the table leg. Students continue to duck until shaking has stopped and they are given directions from the staff.
3. Staff will determine when it is safe to evacuate the room and will then exit and walk to the designated assembly area (keeping away from overhangs and buildings).
4. Staff takes the emergency bucket/supplies with them to the assembly area.
5. Staff takes attendance. Use the red/green card to quickly alert the Command Staff of any missing, injured, or trapped persons.
6. Students not in class, are to report to their class's designated assembly area.

Fire Procedures  
**UPON EVACUATION, DOORS REMAIN CLOSED**

1. In the event of a fire, activate the fire alarm and call 911 immediately.
2. When exiting your classroom to the evacuation area, be sure to shut your classroom door to limit the spread of fire.
3. When waiting for the arrival of the fire department, have an assigned staff member meet and guide the fire department to the location of the fire.
4. Fire alarm signal with flashing light.
5. Take your red emergency bag out of the room as students exit and proceed to the assembly area.
6. Take attendance. Use the red/green card to quickly alert the command center. Distribute emergency cards and send all “missing” students’ cards to the command center.
7. Specialist (RS, Speech, etc.) please walk your students to the classroom teacher at the assembly area.

Lock Down Procedure

The primary system of alerting the school of a lockdown is the telephone system/loudspeaker. Any staff member who believes a lockdown is necessary should immediately call the office to give the following information:

1. Location of the incident
  2. Nature of the incident
  3. Other important information
- Persons in the office receiving such a call will immediately notify an administrator or designee who will then initiate the lockdown in addition to determining the need for notifying outside agencies.
  - The “signal” to initiate a lockdown will be an announcement over the intercom.
  - “Intruder” will be announced if there is an intruder on campus. The location (if known) of the “intruder” will be shared so that staff can make the decision to stay or flee.
  - “Stay Put” will be announced if there is a non-intruder / lower level threat reason for the lock down. Ex. Coyote on Campus
  - In addition to an announcement, administration will communicate with staff via Parent Square/Email, or cellular phone when deemed necessary.
  - Staff will report the status of the students in their care, which students are missing, and other important information.
  - The lockdown will be in effect until an “All Clear” announcement is given verbally.
  - When the “Stay Put” signal is given, all staff must secure all of their students inside, locking all doors and other entrances to the room. Persons are not to leave the room for any reason until the “All Clear” is given. Staff will NOT allow anyone into the room once it has been secured.

- In some cases, such as an intruder on campus, the staff in charge of their individual area/classroom will determine if fleeing to a safer space is necessary. If it is decided that it is safest to flee, the staff will direct students to follow. They will find a safe haven on campus or make the determination to exit the campus and move to a safer location off site. Staff will use their Parent Square/Email/Cellular Phone to report their location and the individuals with them to the front office.
- [Merced Emergency Teams](#)

**Emergency Response Planning for Schools  
Merced's Response for Intrusion or Violence on or Near Campus**

Preparedness for controlling an incident of potential violence by an intruder to the campus as part of emergency plans is strongly recommended. Preparations and training of the staff for such an incident will greatly improve communication and concerted action, often neutralizing the incident before it becomes dangerous. An intrusion plan consisting of the following elements:

1. Emergency Response to Reports of Hostile Intruder of Violence in the Immediate Neighborhood
2. Planning and preparing the facility (Security, Communications, Community Support)
3. Actions to identify and control intruders
4. Staff Training

**EMERGENCY RESPONSE TO REPORTS OF HOSTILE INTRUDER OR VIOLENCE IN THE IMMEDIATE NEIGHBORHOOD.**

**IMMEDIATE ACTIONS BY TEACHER OR SUPERVISOR:**

Direct return of students exposed to the nearest indoor safe haven, (preferably their own classroom).

Secure the door; turn off lights to reduce vulnerability.

Without leaving students unsupervised, notify the principal, or acting administrator of the situation, and report your location and protective status. Report any unaccounted students. Communication can be made through cell phones or other means.

**Immediate actions for the Principal or Administrator Designee**

Direct a "Lockdown" or "Stay Put" as appropriate through signals and electronic means, using staff runners as a last resort. Allow no delay in notifying all classes beginning first with groups outside their normal classroom. (Keep a tally as classrooms report in noting unaccounted for students). If it is safe to do so, advise teachers and other staff to evacuate. The "Run", "Hide", "Fight" training will determine the possible responses when there is an intruder on campus.

Notify the police (911) of the suspected intrusion or local violence and the protective stance you have assumed. Notify police of any injuries or medical treatment required.

Notify the District Office of the Superintendent of the condition and Lockdown status. Set up the emergency operations center. Establish an agreed communication method.



Record the status of each classroom and student group and track students separated from their class or group.

Establish contact with responding police.

### **Actions for the duration of the special circumstances**

Provide information as appropriate to the classroom teachers.

Provide advance notice to the classroom of any officials going to a classroom

Track students separated from their classes

Reduce the level of lockdown as soon as appropriate. Maintain communication with on-scene police and with District authorities.

### **When All- Clear is established**

1. Notify classrooms, but have classes remain where they are. Report all-clear to the District office.
2. The School Principal or representative should go to each class to reassure, explain the situation. Note conditions.
3. Identify first aide and/or counseling needs.
4. Release class to appropriate activities.
5. Prepare an after-action report.

### **Bomb Threats**

A bomb threat is a threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device exists.

#### **Procedures:**

The person receiving the bomb threat will:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received.

- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

A person receiving a bomb threat by telephone or other means or who finds a suspicious device on school property shall inform the principal immediately and:

- Upon learning of the bomb threat, the principal shall alert local public safety agencies, utility companies, and the superintendent.
- Upon learning of the bomb threat, the principal, in consultation with public safety officials and the superintendent if time permits, shall:
  1. Evaluate the credibility of the threat;
  2. Decide whether to direct a search of the building;
  3. Decide whether the search should be conducted while the building is occupied or after it has been evacuated.
  4. In so doing, the principal shall resolve all doubts in favor of finding the threat credible, a search necessary, and prior evacuation necessary.
  5. The principal, in consultation with the Crisis Management Team, shall decide on the extent to which the building will be evacuated. The decision shall be either:
    - To assemble all building occupants in one location;
    - To evacuate just a portion of the building;
    - To evacuate the entire building to a particular site or sites no less than 300' from the building;
 or
    - To dismiss students and/or staff for the balance of the day.

If the principal decides the building should be evacuated, he/she shall inform the staff immediately:

- The principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.
- In the event of an evacuation, staff shall:
  - Visually scan their workplace and any other common areas they have been assigned for anything or person out of the ordinary. If there is such an object, the staff should not touch it but should report its presence to the principal.
  - Make sure upon leaving that windows and doors are open.
  - Make sure any students in their charge are guided to safety, making arrangements that students with disabilities are followed, and remain with students in their charge; and
  - Take an attendance book with them, taking attendance once the evacuation is accomplished and noting the absence of any students normally in their charge and report their names to the principal.
- Student conduct. All students shall assist staff by obeying all directions and maintaining an orderly and quiet demeanor.
- The principal shall decide whether electric power to the building should be turned off.
- The principal with emergency management personnel will determine if phone service should remain intact, or to shut down service.

- Transportation and traffic. The principal shall make sure a safe and efficient traffic pattern is in place to enable students to depart without impeding access and parking for public safety vehicles.
6. The principal, in consultation with the Crisis Management Team, shall decide on the extent to which the building will be searched. The decision shall be either:
    - Not to search;
    - To search specific portions of the building; or
    - To search the entire building and grounds.

No school personnel may be required, beyond what is provided in this policy, to participate in a search for an explosive device. Any school personnel volunteering to participate in a search for an explosive device shall first be trained concerning the dangers involved, precautions to observe, and the techniques to follow.

#### **After a Bomb Threat:**

1. The principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat. School personnel shall not conduct any investigation independently, but rather in conjunction with law enforcement.
2. The principal, in consultation with appropriate guidance and other personnel, shall assess the effect of the bomb threat on students as a whole, and on any individual students who come to his/her attention, to determine if, and what type of counseling would be appropriate.
3. If school is dismissed as a result of a bomb threat, the principal shall implement general school procedures for notification of parents.

#### **Poisoning, Chemical Spills, Hazardous Materials**

If a student ingested a poisonous substance the school staff would respond as follows:

1. Call Poison Control Center Link Line 1-800-222-1222.
2. Take appropriate first aid measures
3. Call parents
4. Notify the Main Office
5. Following an emergency, the principal will notify the district superintendents' office.

#### **Chemical Spill on Site:**

- Evacuate the immediate area of personnel
- Secure the area (block points of entry)
- Notify the district office
- Locate a fire extinguisher and have it present, should the need arise.

#### **Hazardous Substances**

Hazardous Substances include, but are not limited to the following: gasoline, solvents, motor oil, diesel fuel, kerosene, anti-freeze, airborne gasses/fumes, lacquer, thinner paint, agricultural spray, and brake fluid.

## **Procedures:**

Call for assistance and:

- Extinguish all ignition sources
- Shut off the main emergency switch to the fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to the area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area
- Contact the District Office Maintenance
- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure medical treatment for injured students
- Report any students missing or left behind because of serious injuries
- Debrief students to calm fears about the evacuation.

## **Emergency Campus Evacuation**

If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

- Notify the superintendent of the Campus Evacuation.
- Cooperate with emergency authorities to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for, as they depart and arrive.

## **In an emergency building evacuation, all employees will:**

- Upon emergency alert, secure the work area and depart/report to the assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the principal.

## **In an emergency building evacuation teachers will also:**

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area
- Upon arrival at the assembly area, account for all students
- Secure medical treatment for injured students
- Report any students missing or left behind because of serious injuries
- Stay with and calm students
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students

- Check room and report anything amiss to the principal
- Debrief students to calm fears about the evacuation.

### **In The Event of a Mass Casualty Incident (MCI):**

1. Determine what the problem is and **call 9-1-1** for local emergency services.  
Note: A casualty is a victim of an accident or disaster.
2. Identify the problem and give the school address.
3. Determine if the problem will continue or if it is over.
4. Notify the superintendent's office.
5. The School representative will meet the Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
6. Keep calm, reassure students.
7. Fire Department will notify appropriate agencies for additional help.
8. The crisis team will convene.
9. The principal will contact the superintendent to determine the need to send students home.

### **Botulism**

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

#### **Foodborne Botulism**

The bacterium is ingested with the contaminated food source.

- Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.
- Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.
- These symptoms may be preceded by gastrointestinal disorders such as abdominal cramps, nausea, vomiting, and diarrhea.
- Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

#### **Inhalation Botulism**

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population.

Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur. Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment

consists of passive immunization with equine anti-toxins and supportive patient care.

**Smallpox** infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970s, and the World Health Organization recommended governments cease routine vaccinations in 1980. Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980s, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

## **COVID-19 Safety Protocols**

Merced has formed a COVID-19 Compliance Team which serves as an advisory committee body that reviews district and county protocols, plans assumptions and scenarios the school will adopt in response to the ever-changing circumstances the pandemic imposes. This task force is composed of the school principal, teachers, classified employees, and a parent representative.

All staff members are asked to take a passive Covid-19 Health screening before arriving at work. Families are also asked to take a passive health screening before sending their child to school. All employees and students are required to wear a mask, maintain social distance, and are asked to wash their hands periodically while on campus. All classrooms, restrooms, and the main office are disinfected periodically or at the end of the school day. Hand sanitizers have been placed around the school and given to all members of staff who work at the school. Masks, gloves, wipes, and any other personal protective equipment have been provided.

- [Student Health Screening](#)

# **2021-22 Disaster Preparedness Drill Log**

- [Merced Drill Log 2021-22](#)

# **Suspension and Expulsion Policies**

For specific details, refer to West Covina Unified School District Board Policy and Administrative Regulations 5144, 5144.1 and 5144.2)

- [AR 5144.1 Suspension and Expulsion Due Process](#)
- [AR 5144.2 Suspension and Expulsion Due Process](#)
- [BP 5144.1 Suspension and Due Process](#)
- [BP 5144 Discipline](#)



# Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The West Covina Unified School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "\*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the West Covina Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

# **Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures**

For specific details, refer to West Covina Unified School Board Policy and Administrative Regulations:

Discrimination, Harassment: For specific details, refer to West Covina Unified School District Board Policy and Administrative Regulations 5145.3, Sexual Harassment. For specific details, refer to West Covina Unified School District Board Policy and Administrative Regulations BP/AR 5145.7

- [AR 5145.3 Nondiscrimination, Harassment](#)
- [BP 5145.3 Nondiscrimination, Harassment](#)
- [AR 5145.7 Sexual Harassment](#)
- [BP 5145.7 Sexual Harassment](#)

Bullying: For specific details, refer to West Covina Unified School District Board Policy 5131.2.

- [AR 5131.2 Bullying](#)
- [BP 5131.2 Bullying](#)

Hate Crimes: For specific details, refer to West Covina Unified School Board Policy and Administrative Regulations 5145.3

# **School–Wide Dress Code** **prohibiting gang-related apparel**

For specific details, refer to West Covina Unified School Board Policy and Administrative Regulations 5132

- [AR 5132 Dress and Grooming Standards](#)
- [Merced Dress For Success 2021-22](#)

# **Procedures for Safe Ingress and Egress from School**

This section should include maps for the safe comings and goings of pupils, parents, visitors and school employees to and from school. This would also include evacuation maps and routes. OR state where this information is located.

Safety while entering and leaving the Merced campus is a high priority. The following precautions are to be taken:

- Safety crossing zones must be used.
- Students are not allowed to traverse the parking lot areas without an adult escort.
- Drop-Off Zones assist in facilitating the loading and unloading of students.
- All arrivals and departures at the beginning and end of the school day will have adult supervision.
- The school will regularly communicate the need for drivers to slow down, pay attention, and use safe driving practices while using the drop-off/pick-up zone or campus parking.
- [Merced School Map](#)
- [Merced Evacuation Map](#)

# **Procedures to Ensure a Safe and Orderly Environment**

## **I. Component One: The School Climate-People and Programs**

SPSA Goal &: School Climate

**Goal: Foster a positive school climate that engages parents and students.**

Performance Indicator: Decrease the chronic absenteeism rate by .3%

School Site Objective: Merced's goal is to increase the Average Daily Attendance (ADA) to 97% or greater. All students including English Learners, Students with Disabilities, Foster Youth, Gifted and Talented (GATE) students, and Socioeconomically Disadvantaged students, will be included in this goal which will be measured by monthly attendance reports.

Performance Indicator: The site will implement a school wide discipline program and maintain or decrease annual suspension rate for all student groups.

School Site Objective: Merced Elementary will implement a school-wide positive behavior program to prepare students for college, career, citizenship, and civic duty. Merced will continue to improve student achievement through building and maintaining positive student attitudes toward school, learning, and their school community through recognition, attendance monitoring, positive discipline approach, extended learning opportunities, health and fitness programs, and community outreach efforts. We will continue to grow our Parent and Community Outreach through PTA and school site committees. To increase access to community outreach available to our school, site administration will participate in a community service organization.

Examples of Related Activities:

- Implementation of Capturing Kids' Hearts (CKH)
- Restorative discipline practices
- P.A.W.S school-wide positive behavior system
- Teacher professional development in proactive, prevention focused thinking toward managing behavior, problem-solving, Tiers of support and analyzing data.
- Extracurricular, visual and performing arts activities (i.e. dance, coding, art)
- Physical fitness activities (i.e. CF Fitness)
- Student leadership

Progress Monitoring: Continuous process where teachers analyze data in order to implement the most effective positive behavior strategies to meet the needs of our students.

Merced PTA and staff will seek activities that foster positive relations and build community amongst students.

## **I. Component Two: Place-The Physical Environment**

**Goal: Foster a positive school climate that engages parents and students.**

- Student attendance and discipline rates will be monitored monthly.
- Teachers will utilize positive, progressive discipline plans in the classroom to help promote positive behavior on the playground. Students may earn incentives (i.e. P.A.W.S Tickets, picking a prize out of the treasure chest, extra recess, positive behavior assemblies).
- Monthly P.A.W.S awards (Practice Respect, Act Responsibly, Work Together, Safety First).

Strategies to help increase parental involvement, attendance, and to promote a positive attitude toward Vine, materials, and support will be provided for:

- Parent and community activities (PTA hosted events)
- School training
- School based events (Back to School Night, Open House)
- Parent conferences
- Surveys
- Student performances, presentations, and productions
- Transitional programs (i.e. kindergarten orientation)
- School social media accounts, Parent Square
- Principal will share information at School Site Council, Title 1, and PTA meetings and via periodic newsletters, and via social media accounts.

To help provide a better attitude toward school and to assist all students toward positive growth on district and state benchmark assessments, Merced School will pursue a working relationship with our District's mental health department and Homeless and Foster Youth Resource Center to provide:

- Counseling opportunities and resources to students of our highest need populations.
- Merced staff may also refer students and their families of our highest need populations to a variety of agencies for support services including counseling, mental health, and family services on an "as-needed basis".
- All Merced teachers will receive support and training on how to refer students and on possible interventions/strategies to use with students in need of social/emotional support.
- [Home School Compact](#)

# **Rules and Procedures on School Discipline**

For specific details, refer to West Covina Unified School Board Policy and Administrative Regulations 5144

## ***Merced Elementary School*** **SCHOOL-WIDE DISCIPLINE PLAN** **2021-2022**

### **MISSION STATEMENT**

Merced Elementary will implement a school-wide positive behavior program to prepare students for college, career, citizenship, and civic duty.

### **SCHOOL DISCIPLINE PHILOSOPHY**

The Merced Elementary School community, including students, parents/families, teachers, administrators, and staff must work together to create and maintain a safe and supportive environment that promotes teaching and learning. Merced Elementary School encourages all members to positively exhibit the following P.A.W.S behavior expectations.

- Practice Respect
- Act Responsibly
- Work Together
- Safety First

### **Student Expectations and Responsibilities**

Each Merced Elementary School student will...

- Be a positive and cooperative learner.
- Work to complete assignments in a timely manner.
- Be a good citizen, responsible for their actions.
- Ask for help when necessary.

### **In the Classroom**

Merced Elementary School has developed a school-wide discipline plan P.A.W.S. This plan is discussed and reviewed with all students.

Each class will create a Social Contract to support a positive learning environment using techniques and strategies from *Capturing Kids Hearts*. When we teach students to be successful in school, we are empowering them with the necessary skills that become the foundation for positive self-esteem and future success.

## **POSITIVE BEHAVIOR SYSTEM**

Merced Elementary focuses on a school-wide framework for preventing, reducing and replacing problem behaviors. We focus on teaching expectations and routines, positively reinforcing desired behaviors through various reinforcements such as P.A.W.S tickets, monthly assemblies, as well as weekly raffles to recognize positive behaviors based on our school-wide behavior expectations.

- [PAWS Matrices ~ School-Wide Behavior Expectations](#)

### **CORRECTIVE RESPONSES/INTERVENTIONS TO BEHAVIORS**

- Verbal reminder and/or warning
- Reflection sheets
- Visuals to aid with breaks, choice, non-verbal cue signals
- Check in Check out (CICO)
- Social stories
- Loss of recess time and/or classroom privilege
- Teacher conference with student and parent
- Office Referral/Student reflection and counseling
- Additional Tier 2 strategies

### **SUSPENSIONS & EXPULSIONS**

- [AR 5144.1\(a\) Suspension and Expulsion Due Process](#)
- [AR 5144.2 Suspension and Expulsion Due Process](#)
- [BP 5144.1\(a\) Suspension and Expulsion Due Process](#)
- [BP 5144\(a\) Discipline](#)

### **ARRIVING TO SCHOOL**

Merced students will...

- Arrive at school no earlier than 7:30 a.m.
- If eating breakfast at school – the cafeteria opens at 7:30a.m.
- For those students who choose to not eat breakfast in the cafeteria, school gates open at 7:40a.m.

### ***ATTENDANCE AND TARDY POLICY***

Merced students will...

- Report to the office after the 8:00am bell for a tardy pass to enter the classroom
- Receive a letter regarding continuing tardiness and absences from school
- Be referred to SARB (School Attendance Review Board) for habitual tardiness and excessive absences



# **Crisis Intervention Handbook**

- [Crisis Intervention Handbook](#)

# **Suicide Risk Assessment Handbook**

- [Suicide Risk Assessment Handbook](#)