



Comprehensive School Safety Plan

Cooper Elementary School

County-District School (CDS) Code: 48-70573-6110241

Revised March 1, 2013

Approved by School Site Council on March 26, 2013

Kelyne Campbell Townsend; Principal

**Board Policies and Administrative Regulations referenced in this plan
are available on the Vacaville Unified School District website: <http://www.vacavilleusd.org>**

Table of Contents

Section 1 - Site Council

- Signed Assurance Page
- Site Council meeting minutes approving plan with funding sources
- Safety Committee meeting dates to review and evaluate plan progress

Section 2 - SARC

Section 3 - District Strategic Plan

Section 4 - Site Strategic Plan

Section 5 - School Profile /Mission Statement

Section 6 - Site Comprehensive Safety Plan Components

- Needs assessment of current status of school safety on campus and at school-related functions
- Shared school vision
- Strategies to address data from the Needs Assessment.
- Campus security strategies
- Assessment of the school's physical environment
- Procedures for receiving verification from law enforcement
- Prevention of peer violence/ Conflict Resolution /Mediation
- ATODV programs
- RtI² pyramid interventions
- Collaborative relationships
- Professional Development
- Child Abuse Prevention /Reporting

- **Discipline Policies and Practices**

- School Discipline rules and procedures
- Policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts which would lead to suspension or expulsion
- Discrimination and harassment policies , bullying prevention, hate crime reporting
- School-wide Dress Code/Gang related apparel intervention

- **Notification to teachers pursuant to EC 49079**

- **Disaster procedures, routine and emergency**

Section 7 - Appendix

Section 1 - Site Council

Safety Committee Members

Names of Members	Administrator	Certificate staff	Other School Staff	Parent or Community Member / Other /	Secondary Student
Kelyne Campbell-Townsend	x				
Nancy Miller	x				
Kay Nation		x			
Jennifer Lyndsey		x			
Pam Wilcox		x			
Edward Cardenas				x	
Michele Jacklin				x	
Heather Nelson				x	
Angela Koizumi				x	
Angel Lemereis				x	
Kim Meyer				x	
Patricia Roush				x	
Joan DeBolt		x			
Numbers of members in each category	2	4			

Recommendations and Assurances

The school site council (SSC) recommends this school safety plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies..
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ State Compensatory Education Advisory Committee _____ Signature

X English Learner Advisory Committee _____ Signature

___ Special Education Advisory Committee _____ Signature

___ Gifted and Talented Education Advisory Committee _____ Signature

___ District/School Liaison Team for schools in Program Improvement _____ Signature

___ Compensatory Education Advisory Committee _____ Signature

___ Departmental Advisory Committee (secondary) _____ Signature

X Other committees established by the school or district (**list**) _____ Signature
- School Safety Committee

4. This School Safety Plan is based on a thorough analysis of the school's physical environment and safety data. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to ensure safety within the school community.
5. This School Safety Plan was adopted by the SSC at a public meeting on: March 26, 2013.

Attested:

<u>Kelyne Campbell Townsend</u>	_____	<u>March 26, 2013</u>
Typed name of School Principal	Signature of School Principal	Date

<u>Michele Jacklin</u>	_____	<u>March 26, 2013</u>
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Site Council meeting minutes approving plan.

Safety Committee meeting dates to review and evaluate plan progress.

February 11, 2013
February 26, 2013
March 26, 2013

Section 2 - SARC

The entire SARC (School Accountability Report Card) can be viewed at <http://vusdweb.vacavilleusd.org/SARC/CooperSARC.pdf>

Section 3 - District Strategic Plan (See Appendix)

Section 4 - Site Strategic Plan

Not Applicable

Section 5 - School Profile /Mission Statement

School Profile

Profile: Cooper Elementary School is a high performing elementary school of approximately 950 students. The school is in Vacaville Unified School District and is in the southern part of the city, currently the population center of town. Cooper was opened in the fall of 1991 and is one of nine elementary schools in Vacaville. It has been recognized as a California Distinguished School and it upholds its reputation as a high performing school. Cooper School welcomes the Vacaville community in its encompassing embrace of all students inside and outside of the city boundaries and offers small-school feel in a large school environment. Students are known by name and by need. When Cooper School was built it was in collaboration with the City of Vacaville Parks and Recreation, thereby building a park adjoining the school property. The multiplicity of use by the school and community continues today.

Teaching Staff: There are 30 general education classes and two Special Day classes. The teaching staff consists of 22 full time general education teachers and one resource teacher. There are eight job-share positions. Cooper employs seven part-time paraprofessionals who work with special education students and students needing special assistance in learning and/or social skills. Support staff includes three clerical staff, and part time health technician, speech and language specialist, school psychologist, and ELD teacher.

Instructional Opportunities: A Master Schedule for grades first, second and third allows for 30 minute intervention groups to meet the needs of all students. Gifted and Talented Students (GATE) receive services at district level challenge days and are clustered in classrooms for extension activities. Students who are English Learners, classified by CELDT assessments, meet 30 minutes a day, five days a week with a designated and trained English Language Development (ELD) teacher.

Students have the opportunity to participate in several extracurricular programs inclusive of before school chorus for all grades. Additionally, upper grades have the opportunity to participate in Early Engineers, Odyssey of the Mind and Novel Knowledge. All of the programs are led by volunteers. Several teachers offer before school interventions on a volunteer basis to help students achieve their potential. These activities lead to a feeling of community and safety, allowing students the enjoyment of and sense of belonging to school.

Demographics and Student Population: The school serves a student population of 922 as measured by the October Cad. Approximately 20% of the students attend Cooper from outside the school attendance area. The school enrollment is made up of the following groups:

- 48.81% White (450 students)
- 24.51% Hispanic Ethnicity (226 students)
- 8.79% Asian (81 students)
- 8.03% Multiple (74 students)
- 7.05% African American (65 students)
- .43% American Indian/Alaska Native (4 students)
- .98% Pacific Islander (9 students)

Most students walk, ride bikes, or are driven to school. A very small percentage ride the bus; those being students in special education classes or on School Choice.

MISSION STATEMENT

The mission of Cooper Elementary School, as a partnership of families, community, staff, and students, is to ensure that every child acquires an excellent academic foundation and becomes a responsible, respectful individual who desires to learn; through a challenging, standards-based curriculum delivered by an innovative, knowledgeable and caring staff in a safe, positive environment.

Section 6 - Site Comprehensive Safety Plan Components

Introduction

Comprehensive School Safety Plan

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. (EC 32280)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations

Board Policy 0450 Comprehensive Safety Plan

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Tactical Response Plan

When reviewing the tactical response plan portion, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Assessment of Current Status of School Crime and Safety

The Cooper School Site Council updated the Safe School Plan for 2012-2013 based on data primarily from the 2011-2012 school year. To develop this plan, the members followed SB187 Comprehensive School Safety Plan Matrix.

- A. Cooper Schools' needs assessment included a review of the following:
 - SARC Report

- Single School Plan
- Police Reports
- Vandalism Repair Orders
- Attendance and Discipline Data
- California Healthy Kids Survey
- UMIRS Data Consolidated Application

B. The committee found:

1. API Score of 878, an increase of 12 points from the previous year, a statewide ranking of 8 and similar school ranking of 7.

Subgroup API scores:

Asian	940
Filipino	928
White	895
Two or More Races	873
Hispanic or Latino	849
Native Hawaiian or Pacific Islander	815
Black or African American	792
Socioeconomically Disadvantaged	829
Students with Disabilities	714

2. Cooper School average daily attendance rate was 94.78%. Truancy for Cooper School included 487 unexcused absences for the school year, with an estimated truancy rate of 1.06%

Grade Level Truancy

1. Kindergarten – 1.15%
2. First grade - .98%
3. Second grade – .90%
4. Third Grade – .97%
5. Fourth Grade – .90%
6. Fifth Grade – .70%
7. Sixth Grade – .81%

3. There were no expulsions during the school year nor has there been for the past five years.
4. Suspension rate was 1.97%; a total of 19 students were suspended, with 28 different incidents.
 - i. 5% were from Pacific Islander group (1 student)
 - ii. 5% were from Chinese group (1 student)
 - iii. 5% were from Hispanic group (1 student)
 - iv. 26% were from African American group (5 students)
 - v. 57% were from White group (11 students)
5. Of the students suspended, CST scores varied
 - i. 14% scored Advanced
 - ii. 29% scored Proficient
 - iii. 43% scored Basic
 - iv. 14% scored Below Basic

6. Further examination indicates that suspensions were limited to eight types of behaviors:
 - i. 5 suspensions (18%) were due to Behavior, Defiance (S)48900 (k)
 - ii. 5 suspensions (18%) were due to Fighting (S) 48900 (a)
 - iii. 2 suspension (7%) was due to Profanity (S) 48900 (i)
 - iv. 1 suspensions (3%) were due to Theft (S) 48900 (g)
 - v. 3 suspensions (14%) were due to Weapons Possession or Brandishing a Knife (E) 48900 (b); (s) 48915 (b)
 - vi. 5 suspensions (18%) were due to Threat to Student (S) 48900 (a) (1)
 - vii. 1 (3%)was due to causing injury to another (S)48900 (a)(1)
 - viii. 5 (18%) were attributed to Inappropriate Behavior (S)4800(k)

7. No arrests were made on campus.

8. The following is a summary of the CHKS survey: As part of the new assessment requirements under the *No Child Left Behind Act (NCLB)* for Title IV Safe and Drug Free Schools and Communities, Cooper School administered the **California Healthy Kids Survey** in the 2009-2010 school year. The target sample included **137 fifth graders**; the final sample included 87 fifth graders, 60% of whom were female and 40 % male.

In addition to the above, the Safety Committee:

- Conducted a review of Cooper’s physical environment.

- Reviewed VUSD policies related to school safety and, where appropriate, the policies are included in this plan.

- Examined Cooper’s current discipline and STAR Behavior Plan

- Reviewed the school’s parent handbook, dress code policy, playground policies, visitor policies and procedures, and home-school communication avenues.

Shared school vision

VISION STATEMENT

Cooper School is a place where the entire community: students, staff, and families have a strong sense of belonging. Trusting relationships are built, monitored and maintained. Problems are solved peacefully with win-win solutions as goals. The problem solving and trusting atmosphere creates mutual support. Staff feels appreciated; parents and students feel understood and respected. Noting individual differences is seen as an opportunity to celebrate uniqueness of each other. Our campus is clean, beautiful and safe. The building is well maintained, and the grounds are attractive. Our students are given the best in teaching and learning opportunities. They are resilient and leave Cooper School ready to face the challenges in their future.

Strategies to address data from the Needs Assessment

The School Site Council/School Safety Committee has analyzed the **needs assessment of current status of school safety on campus and at school-related functions**. The following Safe School Plan has been developed to address the data from the site needs assessment.

This plan will be reviewed annually and amended as needed by Cooper School Site Council. Copies will be available at the VUSD office for review by parents and other members of the community.

A School Site Council Meeting was held on March 25, 2013. The Safe School Plan was reviewed and approved as amended by the Site Council.

Following the review and analysis, and in keeping with the Cycle of Inquiry that drives best practice in education, the following goals were established.

1. **Objective:** Continue best first teaching for full student engagement within the classroom

Strategies:

- Teachers attend Explicit Direct Instruction (EDI) professional development to increase awareness of basic engagement strategies
- Walk-Abouts will be held a minimum of three times a year to support teacher awareness of implementation of practice
- Professional Learning Communities will be held twice a month to ensure dialog about best practice and data-driven dialogs

Timeline: Ongoing

Goal Partially Met: As of March 2013, most teachers have attended EDI professional development and/or participated as observers in Walk-Abouts.

Responsibility: Administration and staff

2. **Objective:** Increase awareness and respect for one another's sameness and differences in an effort to decrease the amount of suspensions due to disrespectful behaviors towards others (15 related to physical injury to another person (48900(a)(1)))

Strategy 1:

- Increase positive reinforcement system, highlighting desired behavior in an effort to extinguish undesirable behavior.
- Review desired character traits (self-discipline, respect, responsibility compassion, integrity, friendship, citizenship, perseverance and trustworthiness) within classroom, daily announcements, and school-wide assemblies.
- Funding Assemblies to introduce a character trait each month and provide attendance and behavior incentives
 - Provide additional Character Counts certificates for staff distribution for those "caught being good".
 - Provide Super Cooper certificates for staff distribution for those "caught being good"
 - Increase daily announcements over the public address system of qualities of a Super Cooper STAR behavior.

- Increase dialog with students and staff of common language “Super Cooper” behavior traits; STAR behavior
- Post STAR posters in strategic places about the school campus.

Timeline: Ongoing

Goal Partially Met: Super Cooper Comet Coupons are commonly distributed by all staff and received with enthusiasm by students. STAR Behavior matrix posters are seen in most all classrooms, hallways, and common areas. Daily announcements by administration continues.

Responsibility: Administration and staff

3. **Objective:** Increase the respectful behavior of students in an effort to increase time for learning, ensuring students are receiving first good teaching, decreasing behaviors leading to disruption of school activities or willful defiance that lead to suspensions (22 related to 48915(a)(5), disruption of school activities or willful defiance.)

Strategies:

- With a team of teachers (thus known as Procedure Committee) collaboratively developed school-wide posters outlining the expectations of each designated area of the premises (cafeteria, classroom, hallways, bathrooms, and playground). Adjust and review midyear and at the end of each school year.
- Post in all designated areas of the school, accentuating the area of posting (i.e.: cafeteria has its own “cafeteria” poster)
- The developing team provides a voluntary staff development on what each area’s expectations would “look like and sound like”
- Teachers present the expectation to students, practicing the “look like, sound like”.
- Continue the use of student Conflict Managers.
- Continue the use of Super Cooper Comets for the intermittent reinforcement of desired behaviors.

Timeline: June 2013

Goal Partially Met: Posters are clearly seen on school grounds and in classrooms. Adjustments were made in January and will be reviewed again in June for modifications for the 2013-14 school year.

Responsibility: Procedure Committee, administration, staff

4. **Objective:** Decrease the number of truant students (113, 28.9%), increasing the attendance of all students, thus improving student learning and insurance of first good teaching.

Strategies:

- Monitor and encourage punctual attendance.
- Notify families of excessive tardy and truant students in a timely basis via letter, email and phone call, first by teacher then by administration.
- Hold CAT meeting for any parent of students with excessive tardy or truant students.
- Provide Perfect Attendance incentive awards each trimester.
- Build student/teacher “contracts” for students who are tardy for more than five days.
- Original support will come from the classroom teacher after three absences or tardiness.
- Send encouraging letters at the beginning of the school year and midyear to encourage punctual attendance.

Timeline: June 2013

Responsibility: Assistant Principal, Attendance Clerk, teacher, parent

5. **Objective:** Decrease the amount of harassment and “bully behavior”, allowing for a safe and productive environment.

Strategies:

- Participate in activities to increase positive relationships between students and staff.
- Provide school-wide Bully Free Behavior assemblies (No Bully and Soul Shoppe).
- Provide teachers with Bully Free Behavior curriculum (No Bully and Soul Shoppe).
- Provide parents with Bully Free Behavior Nights (provided by Solano County Office of Education)
- Implement “No Name Calling Week” for fourth grade students, class of 2020.
- Yard Supervisors attend Solano County Office of Education and Police Department sponsored workshops about bully behavior and interventions
- Teachers attend bully workshops on intervention and awareness techniques
- Parents attend evening bully workshops sponsored by Solano County Office of Education
- Students and staff together attend workshops regarding bully behavior and intervention techniques
- Students, with the support of staff, practice and utilize dialog cards to “clean up messes” caused by bully behavior

Timeline: June 2013

Responsibility: Administration (coordination of materials), all staff, parents, students

6. **Objective:** Identify the number of students within those suspended who also scored FBB or BB on CST/CMA. Sort this same group for attendance patterns.

Strategies:

- Run query in AERIES to determine loss of learning for students who are not in school or who habitually disrupt the safe school environment.
- Provide appropriate interventions based on findings.

Timeline: June 2013

Goal Met: See data within this report

Responsibility: Administration, Attendance Clerk, Intervention Teachers

7. **Objective:** Identify the location of the highest incidence of infractions referred to Administration for referral. With this knowledge, staff can determine sufficiency of expectations and modifications to existing procedures; determining trends and needs for additional student support and/or supervision.

Strategies:

- Tally location of infractions
- Review current expectations and supervision of the area at specified times of infractions
- Examine expectation chart and reteach expectations of specified area with students and staff.

Timeline: June 2013

Goal Unmet: Tally has not of yet been actualized. Study continues in progress. Reteaching of expectations continues.

Responsibility: Administration, supervisors, teachers, Procedure Committee

8. **Objective:** Students feel a sense of Cooper Comet pride; a sense of community, belonging and worth.

Strategies:

- Parent Conferences
- Accelerated Reader Program
- Novel Knowledge
- Fifth grade physical fitness awards
- Presidential Academic Fitness awards
- Trimester Classroom Awards for academics, good character and, and effort
- Attendance Awards
- Super Cooper Comets
- Spirit Days and sale/distribution of spirit shirts

Timeline: Ongoing

Responsibility: Cooper Comet staff and PTO volunteers

Goal Partially Met: Activities have all transpired and are continuing. Data collection is subjective

9. **Objective:** Students will encounter a safe route coming and going to school through acquired knowledge from school activities.

Strategies:

- Educate, Encourage, Enforce and Engineer safe routes to and from school
- Advertise and promote an after-school Bike Rodeo
- Advertise and promote Walk and Roll to School Day
- Student participate in a school-wide Traffic Safety Assembly
- Continue collaborative relationship with Vacaville Police Department to monitor and direct

Timeline: Spring 2013

Responsibility: Administration to arrange, teachers and students to participate, parents to monitor

10. **Objective:** Provide radios and Master Keys for all yard supervisors to communicate throughout the day and in the event of an actual emergency; to be checked in and out at the beginning and end of work day

Strategies: Parent Teacher Organization and Principal Discretionary Fund to provide funding.

Responsibility: Administration

Timeline: Spring 2013

Goal Met: The radios and master keys are in use with a logical check-in/check-out system

Campus Security strategies

The faculty, staff, and families of Cooper School do an exemplary job in maintaining the safety of all children, creating a positive and welcoming environment.

- We employ part-time individuals to monitor the campus at regular intervals throughout the school day. Most of the individuals have family members attending the school; consequently spend additional time volunteering supervision of the campus.
- Students use the restrooms with a partner, signing in and out of their classroom so that a student is never alone in the restroom and a teacher is always aware of where students are.
- Signs are posted at entries directing visitors to sign in at the office, requiring visitors to sign in and out, placing a visitor badge in a visible location on their attire.
- Front staff entry door (kindergarten hallway) is locked while school is in session to ensure safety of our students and staff.
- In order to leave the campus, a student must be signed out by his or her parent or guardian. Any person signing a person out must be positively identified by school personnel, compared to the information in AERIES.

Assessment of the school's physical environment

Cooper School is an attractive school that is well-maintained by the collaborative efforts of VUSD Maintenance Department, school personnel, students and families/PTO.

- School buildings and classrooms are well-maintained and free of physical hazards and are designed to prevent criminal activities.
- A well-maintained landscape discourages littering as well as loitering. The areas around school buildings are well-lit for safety and security.
- Windows on classrooms have window coverings for use of safety issues

Procedures for receiving verification from law enforcement

If a serious crime were to take place on campus the school site would take the proper means of notifying parents as directed by the Vacaville Police Department and Vacaville Unified School District Superintendent's office.

Prevention of peer violence/Conflict Resolution/Mediation

- Classroom teachers communicate classroom expectations and procedures with students and parents. Procedures for "cleaning up a mess" of interpersonal magnitude are posted in classrooms.
- Conflict Managers monitor the playground during recess, helping students resolve potential issues
- Administration makes it a routine to monitor common areas when students are in and out of class
- Recess and lunch schedules are staggered to minimize the number of students on the playground at any given time and maintain a safe ratio of support staff to students.
- Supervisors meet with administration monthly to address school-wide concerns and receive training and support.
- The school has a comprehensive Wellness plan supporting both physical and emotional well-being of staff and students.

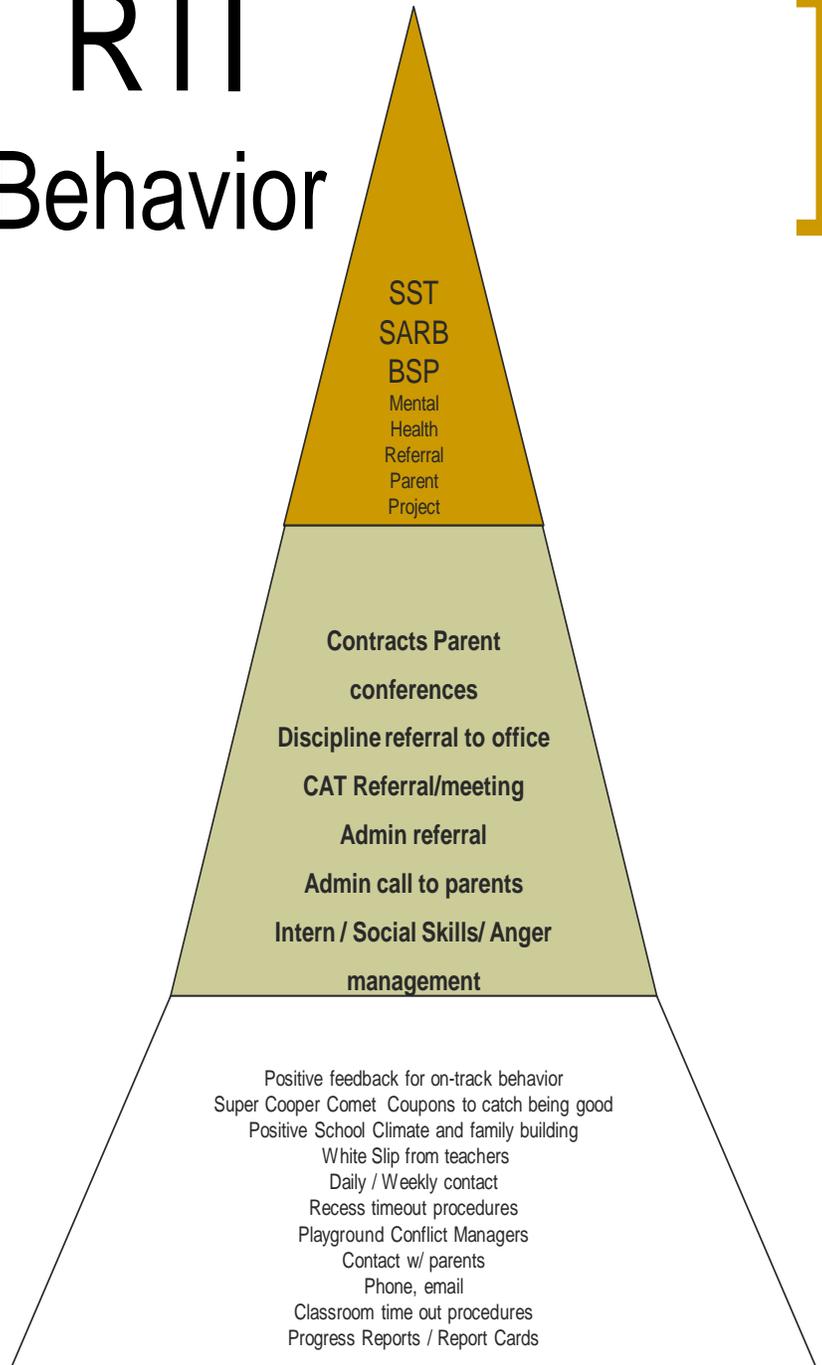
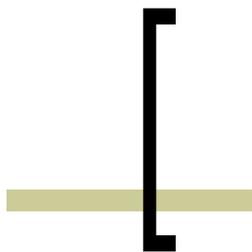
- The school discipline committee reviews school rules and discipline policies as well as behavioral trends and makes suggestions for preventive actions. The discipline procedures are reviewed annually. The discipline plan was developed based on the B.E.S.T. (Building Effective Schools Together) training and school-wide behavioral expectations have been developed, discussed with staff and students and are well-posted throughout the school.
- Cooper has a part-time school psychologist. Though primary duties are assessment and support of special education students, the psychologist meets with students on an as-needed basis.
- Counseling services are available for referred general education students on a regular through intern services.
- Cooper has a comprehensive campus security plan which includes part-time yard supervisors. This plan is supported by the diligence and awareness of all staff members. Families and/or staff members are kept apprised of incidents and concerns as deemed appropriate by site and district administration through Global Connect, email or intercom.
- Classrooms provided with Bully Conflict forms, cue-cards, and posters.
- Administration implements conflict resolution techniques to resolve all peer to peer conflicts.

ATODV Programs

- Youth Taking on Tobacco presentation is done annually with all fifth grade students. This is a drug awareness and impulse control program.

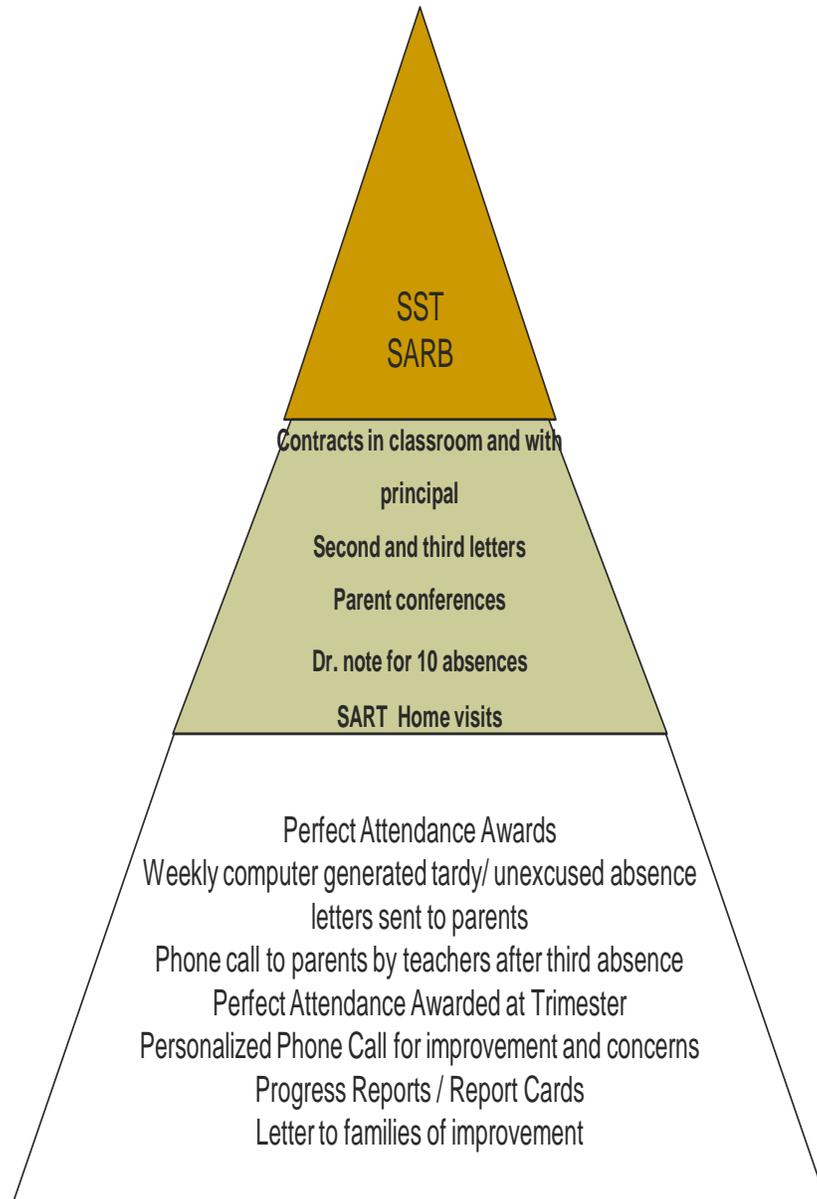
RtI² pyramid interventions

RTI Behavior



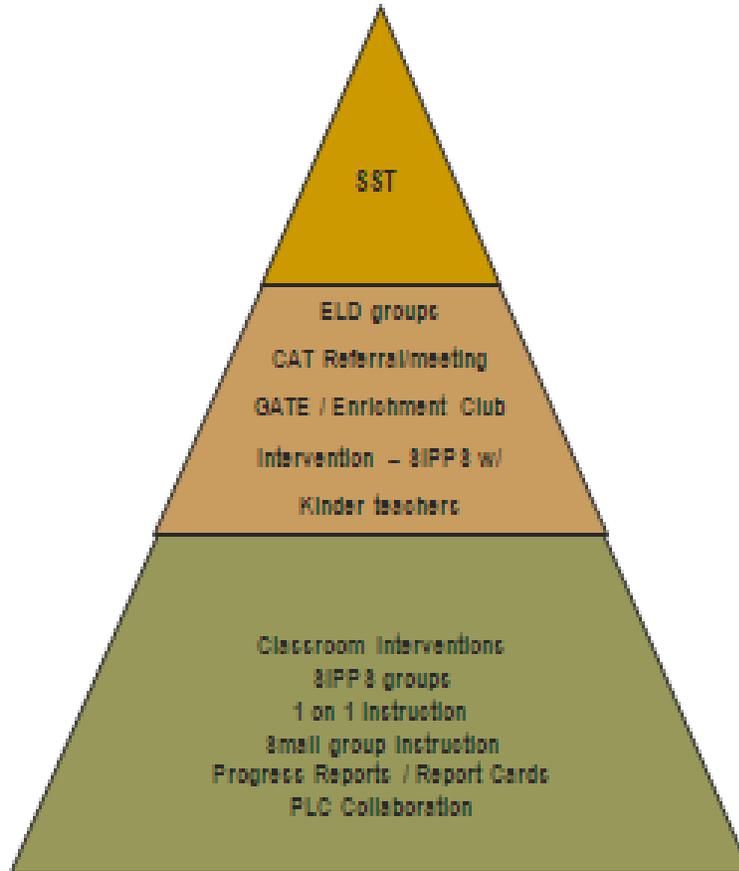
RTI

Attendance



Rtl

Academics



Collaborative relationships

Vacaville Police Department is working with the Vacaville Unified School District to review school safety protocols specifically in the area of an Active Shooter on campus. Vacaville Police Department walked the Cooper Elementary School site to assess our safety needs and campus security.

Professional Development

- Cooper Elementary administration, secretary, custodian and noon supervisors attended an Active Shooter's training.
- Administration has reviewed the Active Shooter's training with staff.
- There is a scheduled CPR/AED training in March 2013.
- Administration and teachers attended Anti Bullying Workshop, sponsored by SCOE
- Anti Bullying video and materials were distributed by administration at two separate staff meetings

Child Abuse Prevention /Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Discipline Policies and Practices

Our discipline plan includes:

Rules and regulations are necessary for any large group of people to function adequately. The following represents those rules, which are felt necessary to ensure the respect for the rights and property of others and the safety for all. These rules are discussed to understanding by everyone. They are fairly and consistently enforced by all staff. These rules are visibly posted in classrooms. (Strategy 3)

General School Expectation

1. We practice safety and use self-control:
No fighting, play fighting, hitting, or possessing dangerous objects. Running is allowed in designated areas only.
2. We show respect for others:
No teasing, put-downs, bad language, or harassment, bullying, taking things the possessions of others, or arguing with any adults.
3. We dress appropriately for school:
No hats indoors. No halter-tops, tops with less than a three-inch strap, exposed midriffs, sagging pants, flip-flops, or make-up. No tobacco, alcohol, or offensive messages on clothing.
4. We take pride in our school:
No chewing gum. Eat only in designated areas, write only in the proper places, and use the restrooms properly.
5. We use equipment properly.
Remove skates, walk scooters, skateboards, and bicycles while on school grounds. Personal toys and electronic equipment are left at home. School technology is used only with parental permission and under the direct supervision of certificated staff (BP/AR 6163.4).

Going To and From School (Section 44807)

1. Students should arrive at school no earlier than 8:00 a.m., unless eating breakfast at school, then arrival would be 7:45. Supervision is provided beginning at that time.
2. Students walking to school walk on sidewalks and cross streets at marked crossings and intersections.
3. Students should come directly to school and go directly home. The school has authority over student conduct to and from school.

Bicycles/Scooters, Skateboards

1. Bikes, scooters and skateboards are to be walked on school grounds.
2. Bikes should be locked in the bike racks provided. The school is not responsible for damaged or stolen bicycles or scooters.
3. Only one person should be on a bike.
4. Bike riders should follow vehicle laws.
5. Helmets are required for bicyclists, scooter and skateboard riders under the age of 18.

Playground

1. Students are expected to obey yard supervisors and teachers at all times.
2. Tackling, wrestling, and other forms of rough play are not allowed.
3. Closing games to others is not allowed.
4. To keep the school grounds and surrounding neighborhood free of litter, food can be eaten only indoors with the exception of snacks in designated areas and outdoor lunches.

Play Equipment

1. Play equipment is provided for the use and enjoyment of all. It must be used safely and shared with others.
2. Students using the climbing equipment must do so with extreme care. Hands must be kept on the bars at all times.
3. Toys should not be brought from home. Only with special teacher permission should items such as these be at school for a specific purpose.

Cafeteria

1. Teachers walk their classes to the lunchroom.
2. The cafeteria should be a pleasant place for all. Running, loud noises and disorderly conduct will not be allowed.
3. Students are expected to clean up after themselves and to stay in the eating area until dismissed by the supervisor.
4. Students sit at assigned tables, according to their classroom teacher's name.
5. Students may leave their lunch pails in an area designated by their teacher when excused from the lunch area.

Bathrooms

1. Bathrooms are not play areas. Students are expected to use them correctly and leave them in the same order they were found.
2. They are carefully supervised by supervisors, teachers, staff, and administration.
3. During class time, students are to sign out of their classrooms and travel directly to and from the bathroom in the escort of another child.

Discipline Interventions in Lieu of Suspension:

Parents and teachers work together as partners providing the discipline that guides our children toward becoming responsible, self-directing people and develops their character. *Webster's New Collegiate Dictionary* defines discipline as "training that corrects, molds, or perfects the mental facilities or moral character."

Our suspension and expulsion policies follow District guidelines and Education Code 5433 (Appendix B)

Students who engage in cyber bullying are subject to disciplinary action in accordance with AB 87.

Pursuant to Education Code 200-262.4 (Appendix B)

"A student can be suspended or put up for expulsion if: Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel."

Cooper School provides a safe and positive place to learn. When student behavior threatens safety or interferes with learning, staff immediately responds with appropriate discipline. Our school plan for providing discipline includes these key beliefs, in accordance with the Vacaville School District's Strategic Plan.

- A. The parent is the child's primary disciplinarian
- B. The teacher is the child's school parent (en loco parentis) and disciplinarian working in partnership with the parent (Strategy 2)
- C. A discipline contract is distributed on the first day of school and is signed by both parents and students to acknowledge understanding of the school's discipline plan (Strategy 2)
- D. Cooper School Staff follows these general procedures and guidelines to establish and maintain good behavior (Strategy 2)
 1. Ongoing positive feedback through student recognition (for example: awards called Super Cooper Comets, verbal praise)
 2. Reminders are used when rules and procedures are being first introduced to students.
 3. Consequences are used for misconduct after students have learned rules and procedures. Consequences range from warnings to formal school suspension.

In each classroom, rules and procedures are determined by the individual teacher and may vary from class to class. Harry Wong's philosophy of rules and procedures are encouraged for use in all classrooms. The child's

teacher informs parents of student behavior expectations, rewards for good behavior, and consequences for misbehavior for his/her particular classroom.

All adult members of our school community make disciplinary decisions by following STAR behavior standards (see below). When a student does not make appropriate decisions and does not abide by these standards, the following disciplinary actions may be taken:

- Phone call, email, letter to the parent/guardian to form a plan to enforce proper behavior
- Time out (recess at cross grade-level, another same grade-level classroom during class so as not to miss instruction)
- Restitution (community service to the school to recover time taken by school personnel to handle behavior or disciplinary issues)
- Formation of a Behavior Contract
- Daily Check-ins
- Teacher/parent conference
- Principal/Assistant Principal conference
- Student Study Team (SST) referral
- Counseling referral
- Referral to SARB –behavioral

Cooper Comets' STAR Behavior

	Safe Behavior	Totally Prepared	Always Respectful	Responsible Choices
Arrival and Dismissal	<ul style="list-style-type: none"> • Use the Valet drop-off area • Walk directly to designated areas • Walk bikes, scooters, and skateboards to designated areas 	<ul style="list-style-type: none"> • Arrive on time and ready to learn • Wait in line quietly and patiently • Politely remind others of the rules 	<ul style="list-style-type: none"> • Respect your own property and the property of others • Use office only for emergencies 	<ul style="list-style-type: none"> • Arrive no earlier than 7:45 for breakfast • Arrive between 8:00 and 8:15 for school • Follow cafeteria yard supervisors' and teachers' directions
Assemblies	<ul style="list-style-type: none"> • Sit flat on your bottom • Keep hands and feet to yourself • Keep the center aisle clear 	<ul style="list-style-type: none"> • Wait quietly for directions • Participate appropriately 	<ul style="list-style-type: none"> • Focus on the presentation • Respond appropriately 	<ul style="list-style-type: none"> • Use appropriate manners • Enter and exit quietly
Cafeteria	<ul style="list-style-type: none"> • Walk slowly • Keep your food to yourself • Sit on your bottom with your legs under the table 	<ul style="list-style-type: none"> • Gather all lunch supplies before sitting • Clean your space before leaving 	<ul style="list-style-type: none"> • Share the table space • Remove your headgear • Raise your hand for assistance 	<ul style="list-style-type: none"> • Wait patiently in line • Visit quietly with your peers near you
Classroom	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Stay in your assigned area • Use all materials appropriately 	<ul style="list-style-type: none"> • Bring homework and needed material to class • Follow classroom routines correctly • Follow directions the first time 	<ul style="list-style-type: none"> • Raise your hand and wait to be selected • Always use polite and kind words • Listen politely when others are speaking 	<ul style="list-style-type: none"> • Accept consequences without arguing or complaining • Complete your work in a timely manner • Tell the teacher if you have a problem you can't solve
Common, Office, Hallway Areas	<ul style="list-style-type: none"> • Always walk to where you are going • Stay to the left when passing other classes • Request permission to leave supervised areas 	<ul style="list-style-type: none"> • Allow others to pass • Politely remind others of the rules • Hold the door open for others 	<ul style="list-style-type: none"> • Use quiet voices • Follow adult directions the first time you are told • Use front office phone only for emergencies 	<ul style="list-style-type: none"> • Obtain a pass to enter the front office • Use kind, respectful words and actions • Wait politely for your turn
Library	<ul style="list-style-type: none"> • Keep hands feet, and objects to yourself • Stay in your assigned area or table when reading • Always use library materials appropriately 	<ul style="list-style-type: none"> • Return library book(s) each week • Follow library routines correctly 	<ul style="list-style-type: none"> • Always use quiet voices • Listen politely when the librarian reads a story 	<ul style="list-style-type: none"> • Enter and exit quietly • Choose books carefully • Take care of your books outside of the library
Playground	<ul style="list-style-type: none"> • Walk to and from the playground • Follow playground rules • Use playground equipment in a way that is safe and appropriate • Ask an adult before leaving supervised area 	<ul style="list-style-type: none"> • Eat in designated areas and throw away all the trash • Line up promptly when you hear your bell or whistle • Return all equipment to the correct location when you are finished 	<ul style="list-style-type: none"> • Show respect to everyone • Play fairly and include everyone 	<ul style="list-style-type: none"> • Use kind, respectful words and actions • Listen and respond to bells and whistles
Restrooms	<ul style="list-style-type: none"> • Always use a restroom pass during class time • Enter and exit in a quiet, orderly way • Keep the restroom picked up and clean 	<ul style="list-style-type: none"> • Use the restroom before the end of recess • Correctly use stalls, doors, sinks, toilets, dryers, and trash cans • Flush the toilet when finished 	<ul style="list-style-type: none"> • Quietly wait your turn • Respect the privacy of others • Return to room or recess promptly when finished 	<ul style="list-style-type: none"> • No food or trash should end up in the toilet • Keep walls graffiti-free • Report inappropriate use, flooding, or damage

Discipline Handbook:

Available in the front office at Cooper Elementary School. This is sent home with students the first week of school.

Reference BP/AR 5144.1 and BP/AR 5144.2

Discrimination and Harassment Policies EC 212.6(b)
DISCRIMINATION AND HARASSMENT (EC 200-262.4)

- Cooper School's response to claims of unlawful harassment is governed by Vacaville Unified School District policies 4113.9, 5916.5, and Administrative Regulation 5916. These policies prohibit any harassment due to sex, sexual orientation, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision or any other basis protected by Federal, State, or local law, ordinance or regulation. The policies are reviewed with all staff annually. A full investigation and appropriate action is taken in the event of any harassment claim.
- Pursuant to Education Code 200-262-4 "A student can be suspended or put up for expulsion for: Engaged in an act of bullying, including committed by means of an electronic act directed specifically toward a pupil or school personnel".
- BP 0410 – Nondiscrimination in District Programs and Activities and BP 5145.3 – Nondiscrimination/Harassment prohibits discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so.
- The district's complaint process includes a timeline for investigating and resolving complaints and an appeals process; see BP/AR 1312.3 – Uniform Complaint Procedures.
- Policies pursuant to subdivision (d) of Section 48915 for pupils who commit an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 are addressed in Vacaville Unified School District policies 5433 and Administrative Regulation 5433 & 5433.1.
- A student can be suspended or put up for expulsion for: Engaged in an act of bullying, including but not limited to: bullying committed by means of an electronic act directed specifically toward a pupil or school personnel. Cooper will not tolerate any form of bullying.
- Cooper integrated the Anti-bullying program for the 4th graders (Class of 2020) under the auspices of CWBW Grant from Kaiser. Our mission is to increase student awareness regarding strategies for success to reduce issues with bullying; specifically, from GLSEN and NAESP, No Name Calling Week
- Cooper hosted two Anti-bullying assemblies in 2012 and two in 2013 entitled the "Power of One." This interactive assembly reinforced strategies to empower students to be "upstanders" and "allies" and reduce bullying on campus.

Pursuant to Education Code 200-262.4: "A student can be suspended or put up for expulsion for: Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel".

HATE-MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Site Procedure for Reporting Hate Crimes, Hazing, Bullying and/or Cyber Bullying:

- Students write an incident report to administration. Incident reports are available in the office. The report may be given anonymously and with as much detail as possible so an investigation may be done.

- Teachers hearing of such incidences are to report it to administration in writing or email immediately.
- As soon as administration receives an incident report the investigation begins immediately.

SCHOOL WIDE DRESS CODE AND GANG RELATED APPAREL (EC35183)

Dress standards for students are distributed to parents and students at the beginning of each school year in the Parent Handbook and as part of the school rules given to students. The handbook states the following: “Student dress is the responsibility of parents. A neat and clean appearance is most desirable and conducive to learning. It is important that the home and school mutually agree and enforce acceptable standards of dress for elementary age children rather than leaving this decision to the children or to their peer group. Halter tops, low cut tops, thin strap tops, tank tops, and tops exposing the midriff, tight, and athletic tops with large arm holes (without another shirt underneath) are not allowed. Pant waistbands must remain above the hips. Undergarments may not be visible. Hats can be worn outdoors only. Makeup is not allowed. Chains and belts and jewelry with studs are not allowed. No tobacco or alcohol ads on clothing is allowed, nor are any messages or pictures that could be considered inappropriate in a school setting including “punk” or “gangster” attire. Heavy chains may not be worn.

Dress code prohibits students from wearing “gang-related apparel” pursuant to Education Code 35183, the provision of that dress code and the definition of “gang-related apparel”. Students’ shorts or skirts must be no shorter than the child’s fingertips when his or her arms are placed at their sides. Flip flops and backless sandals are not allowed for safety reasons.”

NOTIFICATION TO TEACHERS (EC 49079)

Cooper School follows Ed Code (EC 48900) as outlined in district policy (DP5480 and Administrative Regulation 5480) notifying teachers are informed of each student who has engaged in any of the acts described in any of the subdivisions (except tobacco/smoking). This information is given to teachers on a confidential basis via email on a weekly basis. Teachers may view the data based on date or student name.

Disaster Procedures, Routine and Emergency

See Vacaville Unified School District Standard Operating Procedures for Disasters (leaflet)

COOPER ELEMENTARY SCHOOL EMERGENCY RESPONSE PLAN

Cooper School incorporates VACAVILLE UNIFIED SCHOOL DISTRICT standard operating procedures for disasters as outlined in the Emergency Procedure Handbook, distributed by VUSD. The document (commonly referred to as the "flip book") is found near the exit door of every classroom and office on site.

**Command Center will be located next to the play equipment on the playground,
immediately east of room 36**

1. **Emergency Response:** Kelyne Campbell-Townsend/Nancy Miller
2. **Communicating District Personnel:** Kelyne Campbell-Townsend/Nancy Miller
3. **Emergency Communication:** Bobbie Fortner, Julie Gove, Joan DeBolt
4. **Staff Communication:** Kelyne Campbell-Townsend, Nancy Miller
5. **Building Security:** Dan Nash, Xoung Fell
6. **First Aid/Triage:** Lynne Sloane, Lisa Aspey, Pam Wilcox, Rosalynd Atherton, Shirley Bargamento
7. **Student Medications:** Lynne Sloane, Lisa Aspey, Pam Wilcox, Rosalynd Atherton, Shirley Bargamento
8. **Search and Rescue:** Steven Krummes, Richard Tietze, Mike Stewart, Russ Tucker, Glenda Mazzuca,
9. **Student Releases and Parent Coordination:** Tammy Mattson, Kathy Beno, Kathy Schultz
10. **Emergency Supplies:** Dan Nash, Xuong Fell
11. **Student Supervision:** Krista Bunting, Jennifer Lindsey, Ralph Muehlenbruch, Deanna Stratton, Lori Packer/Heidi Wood, Kay Nation, Julia Kimsey, Erin Schroeder

Adaptations for students with disabilities in ADA:

There are no unique building design factors at Cooper Elementary School which need to be adapted for students with disabilities in case of an evacuation.

After Traumatic Event Crisis Response Team to assist the District support team after a traumatic event. (This team can be an existing team of staff from your leadership, MSAP or SST teams to provide crisis intervention to staff and students.)

In an effort to coordinate activities related to emergency and disaster preparedness, the Emergency Response Team has developed a schedule of activities for the 2012-2013 school year. The schedule includes the updating school safety plans, identification of site emergency response team members, district and site coordinated response drills.

There are two district-wide drills that will involve the activation of the Standardized Emergency Management System. The drills will involve the activation of Emergency Response Teams, Command Center, and Radio Alert Teams. These drills will be conducted on October 18, 2012 and March 21, 2013.

School and site activities are to be scheduled by the site administrator during the month indicated. School and site administrators should provide a schedule of emergency disaster preparation activities to the Vacaville Fire and Police Departments to observe activities and consult on procedures.

Section 7 Appendix

Parameters

- We will practice collaborative decision-making as appropriate, at all levels of the organization.
- Site-based decisions must always be consistent with the Strategic Plan of the District.
- We will operate safe school environments conducive to learning.
- We will not tolerate behavior that demeans the worth or dignity of any individual or group.
- Retention and adoption of programs and services must align with the Strategic Plan, provide for staff development and program evaluation and contain benefits justifying costs.
- All budget decisions will be made within the framework of fiscal solvency.

Planning Team

Allison Adcock	Dawn Marsh
Ami Blackstone	Dave McCallum
Jose Briseño	Toni McCallum
Cliff DeGraw	Debby McGuire
Lynda Donahue	Moira McSweeney
Tiffany Donahue	Ed Murphy
Jeff Erickson	John Niederkorn
Kim Forrest	Greg Nordhues
Denise Fracchia	Nicola Parr
Mark Frazier	Jodie Phan
George Glover	Cheryl Ramos
Brandon Granillo	David Robertson
Randy Henry	Sylvia Rodriguez
Dallas Jackson	Graciela Vargas
Laurie Jackson	Derek Wickliff
Shirley Lewis	



Vacaville Unified
School District

STRATEGIC PLAN

Vacaville Unified School District Board of Education

David McCallum, President
Larry Mazzuca, Vice President
Sherie Mahlberg, Clerk
Jerry Eaton
Michael Kitzes
Theresa Nutt
Whit Whitman

John Niederkorn
Superintendent and Board Secretary

Vacaville Unified School District
401 Nut Tree Road
Vacaville, CA 95687

Facilitator

Shereene D. Wilkerson
Associate Superintendent

Phone: (707) 453-6137
Fax: (707) 453-7219
Web Site: www.vacavilleusd.org

MISSION

The Mission of the Vacaville Unified School District is to graduate all students with academic excellence, commitment to community and confidence to achieve their fullest potential through a rigorous standards-based education program and a collaborative partnership of families, community and staff.

Adopted and approved by the Board of Trustees on June 16, 2011

Beliefs

WE BELIEVE THAT . . .

- ◆ Every person is equally important.
- ◆ Individuals must take responsibility for their actions in order to enjoy the rights and privileges society provides.
- ◆ The family is the critical component in an individual's development.
- ◆ All students have unlimited potential.
- ◆ All students can learn.
- ◆ High expectations profoundly influence our performance and the performance of others.
- ◆ Every person is responsible for making the community a better place.
- ◆ Honesty and integrity are essential to building trusting relationships.
- ◆ Students learn best in a safe, healthy and respectful environment.
- ◆ Meaningful accomplishment enhances the motivation essential for continued success.

Strategy 1

We will provide a coherent, rigorous and relevant standards-based instructional program.

- 1-1 **Ensure all students receive good first teaching, including the use of student engagement strategies and checking for understanding.**
- 1-2 **Ensure all certificated staff is engaged in meaningful collaborative time (Professional Learning Communities).**
- 1-3 **Ensure all sites know students by name and by need and provide targeted support for their high priority students.**
- 1-4 **Ensure all sites implement a Response to Instruction and Intervention system.**
- 1-5 **Ensure all sites operate a master schedule that reflects the needs of students.**

Strategy 2

We will build strong relationships based on mutual respect and trust.

- 2-1 **Identify and reinforce relationships through common beliefs and expectations**
- 2-2 **Expect, validate and celebrate professional behaviors and accomplishments.**
- 2-3 **Encourage and improve trust and positive working relationships with staff, students, families and community.**
- 2-4 **Continue to improve and expand modes of communication.**

Strategy 3

We will continue to implement a wellness plan for students and staff, in partnership with families and community.

- 3-1 **Provide safe and drug-free school sites.**
- 3-2 **Promote a youth-driven, holistic approach to optimal health for all students and staff.**
- 3-3 **Enhance Wellness Policy implementation by promoting and engaging families, staff and community partners.**

Strategy 4

We will secure and optimize all resources to ensure our Mission is achieved.

- 4-1 **Align resources to accomplish priorities within a balanced budget while maintaining the priority that our students are our primary concern.**
- 4-2 **Pursue both revenue and non-revenue enhancement opportunities.**
- 4-3 **Develop and implement strategies to increase student enrollment.**
- 4-4 **Provide and adequately maintain the physical facilities, capital equipment, and other resources necessary to achieve our mission and objectives.**

Objectives

- ⇒ All students will graduate.
- ⇒ *All students will attain or exceed grade level proficiency as assessed by the District and State Assessments, thereby closing the Achievement Gap.*
- ⇒ *All students will achieve individualized challenging learning goals that prepare them for successful transition to further learning and/or a meaningful career.*
- ⇒ All students will act responsibly in the school and community.

Bold = Action Plan Activated