

Shanél Valley Academy

Comprehensive School Safety Plan

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School: Shanél Valley Academy
CDS Code: 23 65615 0140814
District: Ukiah Unified School District
Address: 1 Ralph Bettcher Drive
Hopland CA 95449

Date of Adoption:

Name	Title	Signature	Date
Kristi McCullough	Principal		
Amy Frost	Board President		
Melissa Kendall	Business Manager		
Serena Underwood	School Secretary		
Chelsey Reed	Parent Advisory Council Chair		

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Overview and Purpose

California Education Code sections 32280-32288 outline the requirements for all California public schools operating a kindergarten and grades 1 to 12 inclusive, to develop a comprehensive school safety plan addressing the safety concerns relevant to the needs and resources of the particular school.

Comprehensive School Safety Plans are required to contain the following elements:

- An assessment of the current status of school crime at the schools and at school-related functions
- Child abuse reporting procedures
- Disaster procedures, routine and emergency plans, and crisis response plan
- Suspension/expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy, including hate crime reporting procedures and policies
- Schoolwide dress code
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school sites
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents

This Comprehensive Safety Plan has been developed in accordance with the intent of AB 1747 (Rodriguez), passed by the California State Legislature and signed into law in 2017-18, and in full compliance with the corresponding language required in AB 1747 as referenced in California Education Code Sections 47605(b) (5) (F), 44237, and 32282.

This Comprehensive School Safety Plan will be reviewed, updated, and adopted by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Safety Plan Review, Evaluation and Amendment Procedures

1. The Comprehensive School Safety Plan (CSSP) is drafted by the School Safety Committee.
2. Draft CSSP is reviewed by SVA Staff and Board of Directors and evaluated.
3. School Safety Committee revises the draft accordingly.
4. Local emergency response agencies (fire and sheriff) are consulted for input.
5. School Safety Committee revises the draft accordingly to create the final version of CSSP.
5. Legal Counsel reviews final version.
3. School Safety Committee revises the draft and accepts all legal comments.
6. CSSP is submitted to the SVA Board of Directors for approval.
7. CSSP is submitted to the charter school authorizer, Ukiah Unified School District.

Safe and Orderly Environment

SVA is committed to creating a safe and healthy environment that is conducive to learning. This Comprehensive School Safety Plan covers the policies and expectations for responding appropriately to emergencies and ensuring the safety of students and staff. All school employees receive training in the components of the Comprehensive School Safety Plan upon joining the school, and review any changes to the plan annually. SVA will strive to engage in such activities as listed below in order to ensure an atmosphere on campus that promotes safety, security, and effective crisis response for students and staff. The administration and staff will:

- Work to promote a safe workplace and environment for students.
- Conduct educational exercises that promote safety and effective crisis response.
- Enforce the campus safety and crisis response procedures and regulations as set forth.
- Develop processes in which safety hazards and accidents can be reported, investigated, and ratified or prevented.

Positive School Climate

Providing a safe learning environment is a priority for staff, parents, students, and school community members. SVA prepares students to be responsible citizens. SVA promotes caring and nurturing relationships and works cooperatively with parents, students, and other community agencies. SVA stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety. Our small school setting focuses on positive school culture and inclusion, and a commitment to a system of continuous improvement is foundational to our school culture. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE. This motto applies to our school culture, climate and discipline practices as well.

Evidence-based practices that promote inclusive, trauma-informed approaches to student behavior are shown to be supportive of student achievement and engagement, which in turn contributes to a positive school climate overall. A commitment on the part of the adults working to support student success and experience at SVA, are trained in youth development, trauma-responsive approaches, cultural competency, restorative practices and PBIS. SVA also uses a multi-tiered system of support for all students that includes access to academic intervention, enrichment, and physical and mental health support. SVA also aligns school-climate goals with the Positive Behavior Interventions and Support (PBIS) framework and a commitment to restorative practices in its discipline policies. A full time school Counselor is available to students and parents to support these initiatives.

SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA's mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA has implemented a data-driven approach to school discipline through restorative practices ("RP") and avoids traditional zero-tolerance discipline procedures.

Restorative Practices have been shown to address the needs of the school and surrounding community by building healthy relationships between educators, students, families and community members. Restorative practices seek to reduce, prevent and improve harmful behavior by repairing harm caused by

a student's actions and restoring positive relationships while still holding students accountable for their actions.

Assessment of the Current Status of School Crime

Annually, SVA's behavior data is collected, student and parent surveys are sent, and facility inspections are compiled and analyzed in order to plan and effect changes in procedures to promote a safe school climate. As a newly operational school during the 2021-22 school year, Shanél Valley Academy had a 0% suspension and expulsion rate. SVA used intervention strategies to achieve this goal that included a full time counselor, referrals to counselor for behavior supports, restorative circles, think sheets, playground youth leaders and whole class interventions and instruction for behavior expectations. During the 2021-2022 school year, Shanél Valley Academy began establishing its Positive Behavioral Interventions and Supports program that is continuously evolving to meet the needs of our community each year.

Suspension & Expulsion Rate	
Total Suspensions	0%
Total Expulsions	0%

A. Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

SVA will provide annual training on the mandated reporting requirements, using the online training modules provided by Vector Solutions, a partnership established with our insurance provider CharterSAFE, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. All SVA employees are required to read and sign the employee handbook as a term of employment. By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect, guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as abuse.

B. Disaster Response Procedures (EC 35295-35297; GC 8607 and 3100)

Teachers and support staff are trained annually on fire (evacuation), earthquake (drop and cover), lock down and off-site evacuation procedures. SVA holds drills quarterly for these four Emergency Procedures.

After assessing the type and level of emergency, Principal (or designee in the absence of the Principal) will activate the Emergency Response via intercom system, fire alarm, and/or megaphone, notifying all staff members of the emergency: "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation".

Emergency Response Guidelines

1. The Principal (or designee in the absence of the Principal) assess the type of emergency
 - a. Fire on school property
 - b. Fire in surrounding area
 - c. Earthquake
 - d. Active Shooter
 - e. Bomb Threat
 - f. Storm/Flooding
2. Determine the Immediate Response Action.
 - a. Evacuation
 - b. Drop and Cover
 - c. Lock Down
 - d. Off-site Evacuation
3. Communicate the Appropriate Response Action

General Safety Equipment

First Aid Kit & Fire Extinguishers First Aid kits are available at the administrative office and in each classroom, teacher's workroom, library, and multipurpose room. Each classroom is equipped with a first aid kit that contains medical supplies needed in case of minor accidents.

Fire extinguishers are inspected annually by an outside company that provides this service.

Fire Emergency Procedures

In case of fire, the individual who discovers the fire shall assume these responsibilities:

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- Clear students from the immediate area.
- Follow General Emergency Response Plan

Fire in Surrounding Area

In the event of a fire in the surrounding area the following steps will be taken:

1. Principal will determine the location of the fire.
2. Based on this information Principal will determine if:
 - a. Families should be contacted and students to be picked up ASAP by following the outlined procedure. Students remain in the building until they are picked up to prevent smoke inhalation.
 - b. Students should be evacuated off site following off-site evacuation procedure.

Earthquake

Earthquake Emergency Procedure

In the event of an Earthquake the following procedure will be followed:

1. Teachers announce to class to drop and cover. Students get under their desks, cover their heads, and hold on to the legs of the table or desk.
2. Stay away from windows and bookcases, cabinets, outside walls and other heavy objects until the shaking stops. Do NOT try to run out of the structure during strong shaking.
3. When shaking is over, make sure you are safe and not injured.
 - a. Check on those around you, looking for those trapped or injured. Do not move seriously injured persons unless they are in immediate danger.
 - b. Check around you for dangerous conditions, such as fires or possible fire hazards, and structure damage. The greatest danger is from falling objects, followed by fire.
 - c. Put out small fires immediately with fire extinguishers.
 - d. Find and access your school radio.
 - e. If you suspect danger, evacuate yourself, students and colleagues to designated evacuation site.
4. Wait for instructions as the Principal activates the General Emergency Response Plan.

In the event of an earthquake while students are at recess the following procedure will be followed:

1. Students will move away from large trees or buildings and lie on the ground until the "all clear" is given.
2. Wait for instructions as the Principal activates the General Emergency Response Plan.

Lockdown/Shelter in Place

In the event of an Active Shooter or Gunman on or near the SVA premises, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you are near an area where a shooting or shooter is identified, take whatever actions necessary to protect yourself and our students. Follow the General Emergency Response Plan.

In the event of an Active Shooter or Gunman on or near the SVA premises, our staff follows the General Emergency Response Plan.

To secure the school in the event of an active intruder or other threat:

1. Administrator notifies staff of Lock Down using a code via the classroom intercom system or best method.
2. Attendance Secretary or designee call 911.

3. Administrator, Attendance Secretary, Family Liaison and the Business Manager clear bathrooms, walkways, gym, library and playground of all students if possible.
4. Teachers or Support Specialists lock classroom doors and close blinds. Each classroom has a designated area to shelter the class in place.
5. Everyone remains sheltered in place until the Administrator gives the all clear.

Terrorist Attacks (Bomb Threat)

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify the Principal immediately.
2. Ask the caller the following questions:
 - a. When is the bomb going to explode?
 - b. Where is the bomb right now?
 - c. What kind of bomb is it?
 - d. What does the bomb look like?
 - e. Why did you place the bomb?
 - f. Where are you calling from?
3. Record all of the information if possible
 - a. The exact time and length of the call.
 - b. Write down the exact words of the caller.
 - c. Listen carefully to the caller's voice and background noise.
 - d. After you hang up, call 911 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

If there is a sighting of a suspicious object, the person would:

1. Notify the Principal immediately.
2. Have the Principal or designee call 911 immediately from a hard-wired telephone.
3. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.
4. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives. Use radios, walkie-talkies and hard wired phones.

Student Evacuation Plan:

1. If the Principal determines to evacuate, staff should follow Emergency Off-site Evacuation Procedures.

Off-site Evacuation Procedures

In the event of a fire outbreak or other need to evacuate off-site the following procedure will be followed:

1. Principal or designee call 911. Authorities determine safe direction and evacuation location.
2. Principal or designee announces the off-site evacuation over intercom.
3. Students line up at designated doors moving briskly and quietly.

4. Staff ensures all procedures are followed outlined in the General Emergency Response Plan

Storm & Flooding Procedures

Warnings of severe weather are usually received via public radio, State Warning Center or Nixel. If time and conditions permit, students may be sent home using procedures outlined in the General Emergency Response Plan.

Power Outages

If an outage occurs during the day, SVA can wait for electricity to be restored if relative conditions are cooperative, and as long as accommodations can be made for child nutrition and student safety. For example, if the weather is moderate and heating or air conditioning is not essential, we can continue without power. Students can move near a window where there is natural light. SVA must maintain access to a working telephone in each classroom where students are located. SVA must also maintain access to working telephone in the office. A battery backup supply is installed in the administrative office to ensure phone switches remain operational in the event of a power outage. This is checked on a monthly basis.

Power cuts can occur due to rolling blackouts, extreme weather conditions, PSPS, or can accompany other disasters such as earthquakes. If such events occur, SVA will notify parents/guardians of the appropriate action via Parent Square and direct phone calls.

If there is no power at SVA, it is recommended that staff turn off and unplug appliances and computers. Leave one light on to indicate when power has been restored.

Extreme Heat Procedures

When risk of extreme heat occurs and the temperatures reach 90 degrees or above, the Principal shall take precautionary measures to make sure students and staff stay cool, stay hydrated, stay connected, and stay informed. Procedures shall include:

- Canceling all outdoor and unconditioned indoor activities when the HeatRisk level is above 90 degrees
- Reschedule events to another day, or to another time of day, when the temperature is one to which the students have acclimated, for example, very early morning
- Move to alternative activities in an air-conditioned or cooled indoor environment
- Ensure air conditioning is operating properly and turn on in morning to cool all rooms
- Ensure all water fountains and water bottle fillers are operating all students have access to water bottles, cups, or drinking fountain
- Announce times to drink water throughout the day
- Encourage students to use misters outside to cool off

If changes in normal operational hours should change due to extreme weather, the Principal shall inform families about the weather, plans for school safety and ways to keep safe.

Guidelines for People with Disabilities in Emergencies

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit. The following guidelines are important to follow:

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Attempt a rescue evacuation ONLY if you have had rescue training.
- Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- DO NOT re-enter a building until permitted by emergency personnel. If you suspect a fire is behind a door; cover your hand to provide protection, first and then test the door by touching it. If it is hot then do NOT use the door as an exit. Try to find an alternate route for an exit.
- If the situation is life threatening, call 9-1-1.

C. Suspension/Expulsion Policies and Procedures (EC 49079)

Shanèl Valley Academy Board of Directors recognizes that in extreme cases, suspension or expulsion may be required, but every attempt to avoid this outcome will be exhausted before taking this step as outlined in section (I) School Discipline Rules and Procedures.

The SVA Suspension and Expulsion Policy and Procedures (Student Policy #9) outlines Suspension/Expulsion Procedures as per California Education Code Section 47605(b)(5)(J). The Policy documents the grounds for, procedures and appeal process for suspensions and expulsions. This Suspension and Expulsion Policy has been established to promote learning and protect the safety and wellbeing of all students at SVA.

D. Procedures for Notifying Teachers about Dangerous Pupils

The Principal shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Upon the receipt of the records of a new student, the records are available to teachers, Special Education staff, and the school counselor in the school office to sign out.

The cumulative records include a copy of each suspension. Each person receiving the cumulative record is to acknowledge receipt and fully review the document, submitted questions or clarifications if needed. When the Principal receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, s/he will notify the teacher. A plan will be developed with the Principal, teacher and other necessary staff to ensure the safety of everyone involved.

If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff, as time permits. If the behavior is determined by SVA staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

E. Discrimination & Harassment Policy (EC 212.6 [b])

Shanél Valley Academy has a Title IX, Harassment, Intimidation, Discrimination and Retaliation Board Policy (Board Policy #2) in place that prohibits unlawful harassment under Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law on the basis of sex.

SVA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

SVA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities.

SVA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Title VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). SVA also prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct” prohibited by this Policy.

SVA does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which SVA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. SVA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When SVA receives allegations of unlawful harassment, discrimination, or retaliation, the Board President (if a complaint is about the Principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. SVA is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with the law:

Kristi McCullough, Principal
1 Ralph Bettcher Drive
Hopland CA, 95449
707-744-1489

At the time of enrollment, parents and guardians are given a copy of the SVA Parent/Student Handbook, which includes a review of policies on harassment, and are required to read and sign the acknowledgement form. At the beginning of each year, staff are given a copy of the employee Handbook, which includes the policies on harassment which they must acknowledge and sign as part of their employment agreement.

F. School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

SVA does not have a schoolwide dress code for its students. Staff is responsible for evaluating the appropriateness of clothing and/or students items. These shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions and likenesses, or which advocate racial, gender, sexual orientation, ethnic, religious prejudice, or gang related activity.

G. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

SVA shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. SVA will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. Drivers are expected to follow all motor vehicle laws and speed limits and be cautious when children are present.

Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Facilities shall be inspected annually by the Hopland Fire Department. The school will also ensure that potential obstructions and hazards are removed from such areas. In the event of an injury, SVA staff should be notified as well as appropriate medical personnel as necessary.

Through the joint efforts of the Board of Directors, Staff, Parent Advisory Council, Hopland Fire District and other consultants, SVA has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. SVA encourages input from our community and reviews this plan on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Every student who attends SVA will be provided with an environment where they not only feel physically safe, but an environment characterized by a positive school climate and culture.

Our small school focuses on positive school culture and inclusion, and a commitment to a system of continuous improvement. At SVA we develop our STRENGTHS, design a common VISION, and together we ACHIEVE. This motto applies to our discipline practices as well. Evidence-based practices that promote inclusive, trauma-informed approaches to student behavior are shown to be supportive of student achievement and engagement, which in turn contributes to a positive school climate overall.

The staff working to support student success and experience at SVA are trained in youth development, trauma-responsive approaches, cultural competency, restorative practices and PBIS. SVA promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. SVA remains in compliance with existing laws related to school safety. This CSSP outlines several elements critical to maintaining a safe school environment.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

SVA recognizes that students do not learn in isolation, but rather through interaction with teachers, peers and their school environment. It is part of SVA's mission to provide and foster positive interactions and relationships between students and their fellow students, educators and the community in general. In order to achieve this goal, SVA has implemented a data-driven approach to school discipline through restorative practices ("RP") and avoids traditional zero-tolerance discipline procedures.

Restorative Practices have been shown to address the needs of the school and surrounding community by building healthy relationships between educators, students, families and community members. Restorative practices seek to reduce, prevent and improve harmful behavior by repairing harm caused by a student's actions and restoring positive relationships while still holding students accountable for their actions.

School discipline and behavioral expectations at SVA are derived from evidence-based restorative practices with the expectation of markedly reduced suspension and expulsion rates, increased attendance and a positive school culture and climate.

Practices at SVA include, but are not limited to:

1. Minor Behaviors
 - a. Documentation of incidents by adults involved are used when there is a minor incident that involves negative student behavior. They provide specific details about each incident, where the incident takes place, and what time the incident takes place. This allows SVA to better understand behavioral patterns, allowing for specific intervention to be implemented.
2. Major Behaviors
 - a. When a student has a major behavioral concern that cannot be addressed with other interventions, or if they are having continual behavior issues, the incident is documented and action is taken with administration. At this time the principal, student, teacher and family member meet to go over the incident, plan for ways to repair harm, and then

decide as a support team on next steps such as, making agreements for behaviors, repairing the harm, etc. The meeting is also documented and all data is sent home to the parents/guardians.

- i. For example, if a student is calling another student names, a restorative practice would include a meeting with each participant, plan of action to repair harm, agreements for behaviors, and family engagement. A restorative consequence could include writing a letter to the other student and reading it to them, making a card for restoring the relationship, coming back to the classroom with a presentation of what was learned while away and sharing the agreements going forward. These types of actions help students learn to be accountable for their actions and helps them understand the effect their behavior has on others in their community.

3. Think Sheet

- a. When a student has done harm to another, or did not follow the B.E.A.R expectations, they are given a think sheet that uses restorative questions to promote behavioral self-awareness. These sheets are sent home so the parent and student can work on the behaviors together. They returned the next day. SVA actively seeks out partnerships with organizations whose services can help make the connection between SVA's academic and school climate goals. These include youth mental health agencies such as Mendocino County Youth Project, seeking support from the Hopland Band of Pomo Indians Tribal Council, and experts in restorative practices and PBIS.

SVA actively seeks out partnerships with organizations whose services can help make the connection between SVA's academic and school climate goals. These include healthcare agencies, HBPI Tribal Council and Education Department, mental health supports, and experts in restorative practices and PBIS. SVA's discipline and school climate goals include the implementation of trauma-Informed approaches to discipline and student engagement. We are continuously improving and learning about restorative practices through training and building our PBIS systems with our climate coach from Mendocino Office of Education. Evidence that zero-tolerance discipline also leads to higher rates of disengagement is the driving force for SVA's commitment to restorative practices in our small community school setting. Each classroom, teaching team has collaboratively established norms for behavior and conditions supportive to learning. These include:

Each classroom, teaching team has collaboratively established norms for behavior and conditions supportive to learning. These include:

Cafeteria:

- B- Indoor voices
- E- Pick up after self and others
- A- Separate Trash, Recycling, Compost correctly
- R- Listen and Follow Directions

Classroom:

- B- Listen to others
- E- Participate in class activities and discussions
- A- Pay attention (look, listen, do)

R- Listen and Follow Directions

Playground

B- Use playground equipment properly

E- Play with other appropriately

A- Know and follow Playground rules (Bell- Freeze, Whistle- walk to class)

R- Use Kind Words and actions

Bathrooms:

B- Be aware of surroundings, provide privacy and personal space

E- Walking Feet

A- Quiet Voices

R- Clean up after yourself and others

In- Line:

B- Eyes Forward

E- Remain Calm

A- Hands to yourself

R- Keep voices down

Library:

B- Walking Feet

E- Listen and Follow directions

A- Put books away, where they belong

R- Whisper Voices

Bear's Lair

B- Share areas if someone is waiting

E- Clean up after yourself and others

A- Take turns

R- Use kind words and actions

Hallway's

B- Waiting before entering/exiting doors, avoid yellow lines by doors

E- Walking feet

A- Quiet voices

R- Hands, feet and body to self

Even the youngest students are capable of contributing in this way, and implementing these proactive approaches to classroom culture and school climate build a foundation for respectful collaboration among peers. When students, staff or anyone in the SVA community falls out of these collaboratively established norms, Restorative Practices call for a pull-in rather than push-out approach. Restorative circles, empathy and active listening are all skills that students, staff and teachers are currently developing at SVA.

SVA students come from a community that is no stranger to natural disaster and complex historical inequities. For this reason a trauma informed and trauma responsive approach is

appropriate to support the goals and mission of SVA. This approach includes building a school culture of trust, support and collaboration. Our morning begins with a mindful moment to help students and teachers adjust to the school setting and transition from home. Regular check-ins, mini wellness and emotional check-ins are woven throughout each day to instill students with a sense of self-awareness and self-efficacy. Restorative circles and compassionate listening are skills all SVA educational staff are trained to facilitate, and students in our youth leadership roles also keep the integrity of our respectful culture thriving.

(I) Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC47605(6)(F)(ii)]

Overview

Shanel Valley Academy has a General Emergency Response Plan developed in conjunction with Law Enforcement, the Hopland Fire District and first responders.