

LITTLE CHICO CREEK

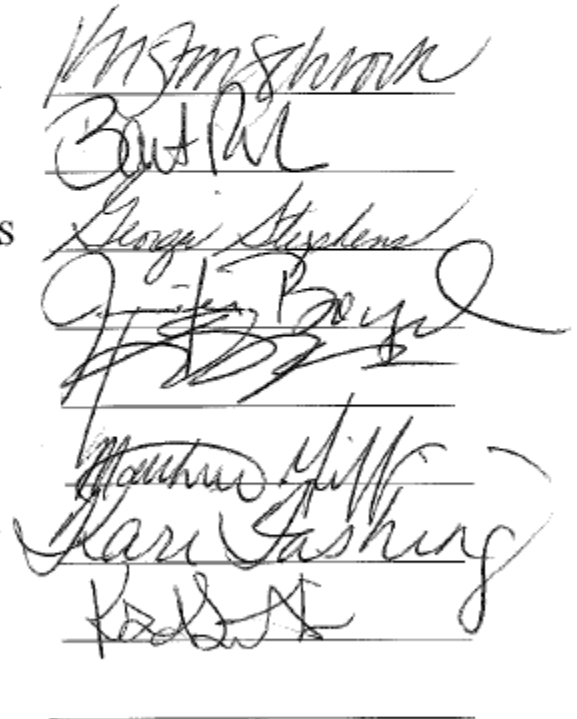
Safe Schools Plan

2016-2017

Step 1: Planning Committee Members:

Safety Team Members Signature Page:

School Principal:	KRISTEN SCHROCK
Teacher in Charge:	BART PANEK
School Office Manager:	GEORGIA STEPHENS
School Attendance Clerk	JENNIFER BOYD
Health Aide:	KAREN SCHWARTZ
Custodian:	MATT GRIFFIS
Parent Representative:	KARI FASHING
Parent Representative:	KRISTI SMITH
Parent Representative:	



Handwritten signatures of the Safety Team members, corresponding to the printed names in the table to the left. The signatures are written in cursive and are placed on lines provided for each member.

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Section 1: Incident Response Team, Disaster Procedures, Supervision Detail, Egress and Ingress

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System.

LITTLE CHICO CREEK ELEMENARY INCIDENT RESPONSE TEAM 2016-2017

Incident Coordinator:	KRISTEN SCHROCK
Incident Coordinator Assistant:	JENNIFER BOYD
Liaison/Intelligence:	GEORGIA STEPHENS
Operations/Logistics:	JENNIFER BOYD
Operations/Logistics Support:	GEORGIA STEPHENS
Scribe(s):	KAREN SCHWARTZ
Safety:	MATT GRIFFIS
Intelligence:	GEORGIA STEPHENS
Public Information:	DISTRICT OFFICE PERSONNEL

Responsibilities of Incident Coordinator

Kristen Schrock, Principal

- Notify 9-1-1 and district office
 - Take proactive action to stabilize the scene.
 - Assess potential danger and unsafe conditions.
 - Assume command; select and establish appropriate command post.
 - Establish communication with appropriate officials to determine specifics of location and threat level.
 - Classify threat level: Brief incident personnel.
 - Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.
 - Supervise and direct the activities of all personnel.
 - Provide regular updates of the scope and size of the incident to Incident Command personnel.
 - Work with District Personnel to approve the release of all information to the news media.
 - Refer pertinent information to Operations/Logistics.
 - De-escalate process: Coordinate reports to all Incident Command personnel.
 - Set objectives and approve plans for return to normal operations.
 - Complete activity log, and after-incident reports for school debriefing.
 - Prepare plan of incident for debriefing.
-

Responsibilities of Incident Coordinator/Assistant(s)

Jennifer Boyd

- Communicate to staff as directed by the Incident Coordinator.
 - Identify responding agencies to determine locations of all assisting personnel.
 - Continually update incident action plans.
 - Maintain activity logs, and complete after-incident reports.
-

Responsibilities of Scribe(s)

Karen Schwartz

- Maintain ongoing command post journal.
 - Maintain and display an updated map of the incident location and response.
 - Update minutes from briefings.
-

Responsibilities of Operations/Logistics

Georgia Stephens

- Work with responding agencies.
- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish staging area for resource delivery.

- Maintain an activity log, and prepare after-activity reports for debriefing.
- Request resources with Public Information/district office and supporting agencies.
- Inform Incident Coordinator of resources being deployed.

Responsibilities of Operations/Logistics Assistant

Jennifer Boyd

- Maintain a visible chart of resources requested.
- Maintain staging area, and staging personnel.
- Establish and maintain communications between staging area and Operations/Logistics.
- Maintain a log of the agencies deployed, and the location of safety personnel

Responsibilities of Safety/Logistics

Matt Griffis

- Coordinate escort of students to guardians.
- Maintain log of students remanded to guardians.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Maintain a safe and clear entrance and exit to site.

Responsibilities of Liaison/Intelligence

N/A

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.
- Maintain contact with responding agencies, and locations of assisting personnel.

Responsibilities of Public Information

DISTRICT OFFICE PERSONNEL

- Prepare information summary on media coverage for command post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meetings between news media and incident personnel as directed by the Incident Coordinator.
- Obtain copies of all media released and post them in the command post for review.

Code Red Lock Down

EMERGENCY ACTION AND WARNING SIGNALS

1. Notification of emergency will be announced by the Principal or designee via appropriate warning device or written notice.
2. When the **CODE RED (lockdown)** alert is given, staff **must** take the following actions:
 - > **Immediately** direct students into nearest classroom or supervised rooms
 - > Lock doors and close curtains;
 - > Turn off lights
 - > Students to remain in classroom on the ground or under desks throughout room
 - > Wait for instructions from Incident Coordinator or appropriate site administration

Threat Levels: District Emergency Personnel recognizes there are different levels of Emergency and will respond to emergencies depending on the Code Red (lockdown) threat levels as described below:

<u>Level III - Emergency Lockdown</u>	<u>Level II - Standby Lockdown</u>	<u>Level I - Monitor Shelter in Place</u>
<ul style="list-style-type: none"> • <u>Dangerous</u> incident occurring. • Immediately proceed to classroom or other securable building. • Lock doors • Curtains/windows closed • Lights off • Students on ground/under desks or hidden • Wait for instructions from Incident Coordinator 	<ul style="list-style-type: none"> • <u>Potential danger</u> • Keep doors locked • Keep curtains/windows closed • Students remain seated • District Emergency Personnel are alerted and on standby to assist. • Extended duration is possible. • Wait for instructions and updates from appropriate site administration. 	<ul style="list-style-type: none"> • <u>No immediate danger</u> • Duration unknown. • Keep doors locked. • Keep curtains/windows closed • Lights can remain on • No unsupervised movement outside of buildings. • Wait for instructions and updates from appropriate site administration.

EVACUATION will begin with the announcement, “This is an evacuation.”
Or emergency personnel will come to your door.

Need Assistance

During a lockdown, the "NEED ASSISTANCE" page can be placed in a window to notify police and emergency personnel that staff or students need assistance as soon as possible. The following are reasons that you may need to post this sign:

- 1) Injury
- 2) Medical Need

BOMB THREAT PROCEDURE

BOMB THREAT: A suspected bomb or explosive device **has been reported, but not located.**

BOMB EMERGENCY: **A bomb has been located.**

All threats directed toward the school will be taken **seriously**. The site administrator will contact law enforcement and initiate next steps. The site administrator will be responsible for communicating necessary procedures/actions to staff and District Office.

BOMB EMERGENCY PROCEDURE:

1. **Do not in any way handle or move a suspected explosive device.**
2. **Call 911.** The dispatcher will ask for information. Call the district office at 891-3001 ext. 149.
3. Announce "this is an evacuation" over the school PA system
4. Account for students and evacuate in an orderly manner.
5. Move students a safe distance from the buildings or bomb site and account for all students.
6. If necessary, render first aid.
7. Be aware of potential second device - stay away from original bomb site, buildings or vehicles. Open areas are best location for gathering/accounting process.
8. Return to the buildings only when the ALL CLEAR signal is given.

Fire/Explosion

Fire

1. Sound the school fire alarm.
2. Announce "This is an evacuation" over the school PA system.
3. Teachers and staff will:
 - Clear room(s)
 - Lock doors and windows
 - Bring attendance/student related documents
 - Escort students to designated area and conduct roll call
 - Maintain control of students at a safe distance from fire, fire personnel and equipment
 - If necessary, render first aid.
4. An ALL CLEAR signal will be given indicating conditions are safe for returning to classrooms.

EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should initiate Action DROP.
2. Assess the situation and decide whether any actions (e.g., evacuation) are necessary.
3. Inform the office of the situation as quickly and calmly as possible.
4. If necessary, render first aid

SHOTS HEARD OR FIRED

1. If you are in the area of a crime in progress, **do not attempt to interfere with or apprehend the suspect except for self-protection.** IF YOU HAVE STUDENTS WITH YOU AND THE SUSPECT IS IN POSSESSION OF A WEAPON, DIRECT THEM TO DROP, COVER AND REMAIN MOTIONLESS. IN THE EVENT THAT GUNFIRE IS HEARD, EVERYONE SHOULD BE INSTRUCTED TO LIE FLAT ON THE GROUND. If the suspect does not have a weapon, move students away from the scene of the crime in an orderly fashion.
2. If situation permits, make note of details:

VEHICLE

License plate number
Type of vehicle
Color of vehicle
Damage to vehicle
Occupant(s)

Person

Height
Weight
Gender/Race
Color of Hair
Color of Clothing
Weapons

3. Contact the principal's office, give your name and location and advise them of the situation. **The office will call 911**, and then call the district office at 891-3001 or 891-3000, ext. 149.
4. If necessary, render first aid.
5. Teachers will be notified via voice signal, bell signal, email, or runner to follow the **CODE RED LOCKDOWN PROCEDURE.**

Earthquakes

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedures:

1. INSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DUCK, COVER, HOLD. All students and staff should immediately turn away from glass areas and place themselves under tables and desks. Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures.

2. OUTSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DROP. The safest place is in the open, away from any potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.). Stay there until the earthquake is over.

3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.
4. If necessary, render first aid.

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3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.

4. If necessary, render first aid.

Evacuation

The signal for an evacuation is the same as for a fire drill, but it is preceded by the announcement, "This is an evacuation".

All students/staff are to immediately vacate the buildings utilizing fire drill evacuation map. The principal/administrator/manager on duty shall assume site level direction of disaster procedures.

RELOCATION/REUNIFICATION:

All relocation decisions will be made through consultation with the site incident commander (principal). If a relocation/reunification is initiated, the district emergency team will be activated to assist with this. Follow the directions of Incident Command Team or Emergency Personnel. EVACUATION:

The signal for an evacuation is the same as for a fire drill, but it is preceded by the announcement, "This is an evacuation". All students/staff are to immediately vacate the buildings utilizing fire drill evacuation map. The principal/administrator/manager on duty shall assume site level direction of disaster procedures.

ALL STAFF ARE TO STAY with students until ALL STUDENTS have been released.

REMEMBER: STAY CALM. YOUR EMOTIONS WILL FEED INTO THE REACTIONS OF THE STUDENTS! All Managers to stay with staff until all are accounted for.

Persons Who May Need Assistance:

- Visually Impaired
- Hearing Impaired
- Wheelchair Confined
- Preschoolers and Infants

1. Take roll of students/staff present and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
2. An ALL CLEAR signal indicates conditions are safe for returning to classrooms/buildings.
3. If the evacuation site reflected on the map is determined unsafe wait for the incident commands instructions to move to a safer location if necessary.

RENDER FIRST AID AS NECESSARY

ACTIVE SHOOTER

I. PURPOSE

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place. 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers). Caller will remain on the line to provide updates.
- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of "Who? What? Where? When? How?" will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via Catapult Emergency System. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.

- Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Teachers and Staff

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Substitute Teacher: Critical Information checklist

Room# _____ Teacher

Name _____

- ☐ Leave cellphone number and e-mail with main office
- ☐ Lock Door and Slide Lock Blok



- ☐ Locate Code Red Flip Chart



- ☐ Locate first aid supplies
- ☐ Locate emergency bucket
- ☐ Locate evacuation maps by door
- ☐ Locate fire extinguisher
- ☐ Phone/Intercom instructions are posted by phone
- ☐ Lesson Plan Contains the following
 - Seating Chart
 - Student Conflict Issues
 - Health and Medical Alerts
 - Discipline referral forms
 - Special Instructions

Section 5: Mission statement of Little Chico Creek Elementary School

Mission Statement: It is Little Chico Creek Elementary School to:

- *Achieve academic success*
- *Develop self-discipline and personal responsibility*
- *Demonstrate respect for yourself, others and school*
- *Foster partnerships between school and families*
- *Nurture a growth mindset within our school community*

Little Chico Creek Elementary Profile

School Climate: Our school environment is organized to support positive staff, student and parent relationships. All backgrounds of students and staff members are acknowledged, respected and incorporated in the school curriculum and activities. All students are honored at LCC through incentives such as Cheetah Cash and PBIS. Teachers and staff members in conjunction with the School Site Council and PTA work collaboratively and collegially. Parents are involved in decision-making and policy formation. The home-school relationship is positive.

Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors. Learning and productivity are valued and success is encouraged of everyone. High academic standards are set for all students. There is a content-rich curriculum taught by highly trained teachers. Early intervention programs are available for students who are at risk of academic failure or behavioral problems. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room.

Our school-wide discipline system emphasizes respect for all LCC community members. The entire school community participates in developing behavioral expectations. Rules and consequences are clear, realistic, fair and known to everyone. School rules are modeled, reinforced and enforced by all school adults and are consistent with the social skills instruction that is being taught by school staff. Behavior management is proactive and positive, intervening before behaviors escalate into problems. The school models high moral

standards and shows that the school-community expects the best effort and performance from everyone.

Faculty Innovation: Our faculty continues to be educational leaders and innovators. Instructional skills are continually upgraded through in district, county and site staff development, educational classes at local universities, and reading current educational research. Through their vision, involvement, and cooperation a quality education is provided in both academic and social skills. Programs and interventions such as RTI, iReady, Lexia, 2nd Step, PBIS, Healthy Play and Partners in Play assist in meeting the differing needs, interests, goals, and backgrounds of all our students. There is a strong sense of personal and professional support amongst all staff members.

Student Diversity: Our students come from a diverse community. Approximately 57.7% of the students are in low socio-economic households. The ethnic make up of the student population is 2.2% American Indian/Alaskan Native; 6.3% Asian; 0.9% Pacific Islander; 1.5% Filipino; 24% Hispanic/Latino; 4.5% African American; 56.3% White; 1.7% multiple Races Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood. Staff members, certificated and classified, receive ongoing staff development to meet the ever-changing needs of our students. Training includes conflict resolution, 2nd Step problem solving techniques, cultural awareness, bully prevention, harassment, and a retaliation free environment. Students and staff feel physically and psychologically secure from physical or verbal attacks. The dignity and heritage of each person is affirmed and respected. Students and staff are concerned about what happens to each other and accept ownership for what happens at school.

Student Advocacy: Through Student Leadership, students are given a voice and a means of being involved in site affairs. They plan events for the school such as Red Ribbon Week. Various classes take responsibility of caring for their campus by our “Adopt an Area” program.

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

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

Little Chico Creek Elementary Report

School	Code	Census Enrollment	Cumulative Enrollment	Suspensions	Suspension Rate	Expulsions	Expulsion Rate	Truants	Truancy Rate
LCC	6109722	508	517	0	0	0	0.0	29	4.5

Keeping suspensions, truancy and expulsions at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and administrators provide campus supervision, specifically identified problem areas like the bike rack on the south side of the campus, the walking path on the east side of campus, and on the playground to monitor and manage school safety concerns.

School Profile:

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary and, east from Highway 99 to and includes the Forest Ranch School attendance area. Currently, Little Chico Creek Elementary School houses 480 students on a traditional school schedule. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the west. The ethnicity profile is mainly Caucasian with a minority population from a variety of ethnic backgrounds: 55.25% Caucasian; 25.7% Hispanic; 4.26% Black; 5.04 % Asian; 1.26% American Indian; 1.89% Filipino; and 0.84% Pacific Islander.

LCC School was completed in 1991. It was the first new school built in Chico since 1965. The facility contains twenty-four classrooms, a Resource Specialist classroom, a Title I Resource classroom, a Special Day Class classroom, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of academic programs: Two Severely Handicapped Special Day Classes and a Resource Specialist class occupy three classrooms. LCC benefits from having on staff: a speech teacher, school psychologist, Physical Education Specialist Program, Music Program, Title I Reading and Math teacher, fulltime school counselor and guidance counselor, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes

nineteen classroom teachers, two special education teachers, one Title 1 teacher, a resource teacher, four itinerant teachers (music, fine arts, PE, speech), a targeted case manager, nine instructional aides (special education, Title I, PIP, Second Step), four noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays, and a principal.

LCC School Parents have many opportunities to become involved in our school. Parents may serve on our School Site Council or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, volunteer to assist in the classroom or drive on a field trip, Second Step parent training, kindergarten parent training, and a myriad of classroom and school-wide student performances. LCC teachers communicate regularly with parents in an effort to keep parents informed and involved. On any given day, you will find many LCC parents volunteering in the classrooms.

Little Chico Creek School provides English Language Development services for students who speak a language other than English. Instruction includes learning opportunities designed to meet the specific learning needs of all students; including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills.

Support Services and Programs:

Students receive layers of support with special needs, including our GATE students. The integration across content areas appears to motivate students and engage them in the material, giving learning a real and tangible purpose and leads students towards higher-ordered thinking. Parents, grandparents, Big Brother, Big Sister Program, CAVE, CARD, and community volunteers tutor individual or small groups of students. Response to Intervention Program provides 45 minutes 4x a wk for all at risk students of direct small group instruction in language arts and/or math by a Title I reading teacher, resource teacher, and three highly-trained instructional aides. All primary grades have a 24 -1 ratio. All grade levels are working toward insuring all interventions are appropriate by meeting twice a month in Professional Learning Communities. K-3 students participate in small reading groups and receive a balanced literacy program.

All classrooms students are engaged in meaningful, CCSS -based lessons and activities in a safe learning environment.

PIP provides emotional and behavioral early intervention support services as part of a three part program administered by our PIP Elementary Guidance Counselor. Classroom lessons cover a wide variety of social skills including bullying prevention. These lessons are part of Steps to Respect, Toolbox, and Healthy Play curriculums. Our guidance counselor and school counselor work with students one-on-one and in small friendship groups to establish positive connections to school and to work on skills such as empathy, problem-solving, impulse control, and anger management. All students receive classroom lessons and selected students are recommended to individual or group service by staff referral

Place/Physical Environment/Safety:

School buildings and classrooms are maintained, attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms have appropriate amount of space for the student-teacher ratio and decorated in an appealing manner. Decorations follow the Chico City Fire Marshall's guidelines.

Standard incident reporting procedures are used. Valuables and equipment are inventoried properly, engraved for identification, and stored securely. The school has a prompt response from law enforcement when needed. The community uses the school in off-hours. The school and community cooperate in crime prevention.

Little Chico Creek School is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby high-density residential areas and natural hazards such as the adjoining creek and animal life. The interior campus perimeter and outer campus play area is secure from criminal activity. The campus is fully fenced. Adult supervision is amply provided in conjunction with a two-way radio communication system, thus providing a secure campus. The campus is closed to outsiders, and access signs are prominently displayed at entry points. Places for loitering are limited, bathrooms are patrolled, and appropriate lighting is installed in hallways and parking lots. Physical conditions that could lead to accidental harm are promptly corrected. LCC has proper protection against slipping in walkways and adequate protection against falls for recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Playground equipment is monitored regularly for safety and preventative maintenance.

The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows and other fixtures immediately.

Earthquake, fire and code red drills are conducted as required. Staff members participate in on-going training in disaster preparedness.

Section 8: Protocol for teachers to provide notification of pupil identified as needing mental health services and mandated reporting:

Teacher referrals for mental health services:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. This can be done through the counselors, school psychologist and administrators.

Preventing and Intervening in Pupil Aggressive Behavior:

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Little Chico Creek Elementary School have received training in Second Step approach to conflict resolution.

Mental Health Programs:

Assigned to Little Chico Creek Elementary is a school psychologist, and one health aide. The Play Intervention Program is provided through referral for Kindergarten through third grade students. The Second Step classroom instruction is provided to every student. District programs contributing to mental health goals include counseling from Butte County Behavioral Health. In addition, students in need of individual and family counseling can be served through our partnership with Chico State Counseling Interns.

Intervention Team:

SBIT (Student Based Intervention Team) A team composed of counselors, teachers, bilingual liaisons, an administrator, a school psychologist, and support staff meet to identify and provide assistance to students and their family in need of academic, health, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

Student Recognition Programs:

Little Chico Creek Elementary School offers several recognition and award programs on a trimester basis based on citizenship and effort in the classroom. Students who have acted in a

manner recognized as being outstanding action can receive Cheetah Cash. These students are recognized weekly for the positive behavior.

Child Abuse Reporting Procedures:

School teachers, principals, counselors, nurses, supervisors of child welfare and attendance, and other designated school personnel who are mandated to report known or reasonably suspected instances of child abuse play a critical role in the early detection of child abuse. Symptoms or signs of abuse are often first seen by school personnel. Because immediate investigation by a law enforcement agency, or welfare department may save a child from repeated abuse, school personnel should not hesitate to report suspicious injuries or behavior.

Mandated reporters are required by law to report known or suspected child abuse.

The law defines child abuse as:

- Physical abuse
- Physical neglect
- Sexual abuse
- Emotional maltreatment

Indicators of child abuse are listed in this section to help educators and other school personnel meet their responsibilities under the Child Abuse and Neglect Reporting Act. (Pen. Code, §11164 et. seq.) Of course, one of the most important reasons for suspecting child abuse is that a child has told you that someone has hurt him or her.

Types of injuries indicative of physical abuse include:

- Bruises
- Burns
- Bite marks
- Abrasions
- Lacerations
- Head injuries
- Internal Injuries
- Fractures

Section 9: Discrimination and Harassment Policy and Procedures:

Overview:

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school shall provide a way

for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils:

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

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

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

A copy of the “Parent Student Handbook” is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Sexual Harassment Policy:

Little Chico Creek Elementary School maintains a copy of the district’s sexual harassment policy in the main office/principal’s office and the policy is available on request Sexual harassment policy. The District’s Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the

Parent & Student Handbook, The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Section 10: Discipline Policy and Code, Bullying Prevention:

Overview:

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

Little Chico Creek Elementary School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Little Chico Creek Elementary School has developed plans to promote positive behaviors on the play fields, lunchroom, hallways, and assembly areas.

Discipline Procedures:

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administrator.

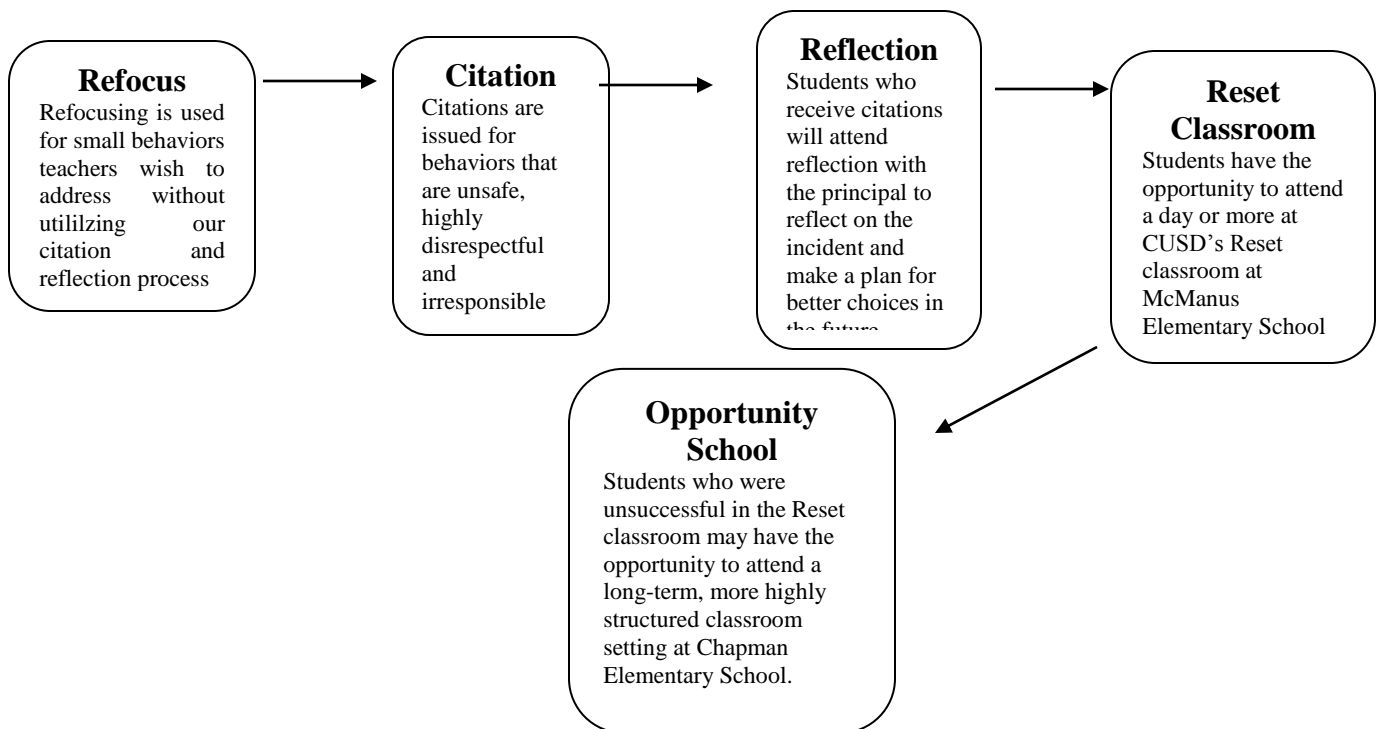
Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Also, Little Chico Creek Elementary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Community involvement is encouraged to help increase school safety. Neighborhood businesses are encouraged to communicate with the site administration.

Discipline Procedures

Discipline Procedures Flow Chart



At **Little Chico Creek School**, every child has the right to a quality education in a safe, productive environment. Students in the classroom must be respectful of those around them to ensure this right. It is important that all students are attentive and quiet at appropriate times, whether it is during teacher instruction time, working at their seats, or silent reading. On the playground, students must remember to be safe, respectful, and responsible. Should any students choose to ignore these rights, they will face appropriate consequences for their actions. The consequences and infractions are as follows:

Refocus: For most classroom disruptions, a refocus sheet will be filled out. The student will be sent to another classroom to reflect on how they could have behaved differently and

appropriately, and will return with their completed, teacher-signed refocus sheet. It will be the student's responsibility to make up any work missed during a refocus time. This may require missing recess or staying after school.

Refocus misbehaviors may include but are not limited to:

Talking in class during instruction/working time	Blurting out in class
Off task/not paying attention	Misbehaving in line
Wasting time in restroom	

Citation: A citation will be issued for more serious issues and can be issued in the classroom and/or on the playground. When receiving a citation, the student will lose privileges, may meet with the school counselor and/or principal, and return the citation with a parent signature to ensure that parents have been made aware of their misbehavior.

Citation misbehaviors may include but are not limited to:

Breaking school/playground rules	Bullying	Using cell phones in class
Talking back	Inappropriate language	
Fighting	Defiance	

In the occurrence that a student has had to refocus 3 times within a day, 5 times within a week, or 10 or more times within a month, that student will receive a citation as they are not responding to their reflections during Refocus. Students who have received 3 citations or more within a trimester may be sent to Reset (detention at another school). Reset is not the same as a suspension and does **not** go on the student's permanent record.

Bully Prevention:

Little Chico Creek uses a variety of programs to effectively address bullying issues. These programs include Healthy Play, BEST Positive Behavior Management, Tool Kit, Primary Intervention Program (PIP), Second Step, Steps to Respect and friendship groups. In addition, we hold cyber-bullying assemblies annually.

Section 11: At-Risk Concerns; To Include Dress Code Provisions and providing a safe and Orderly Environment conducive to learning:

Overview: Little Chico Creek School's administrators, teachers, families, pupils, support staff, and community members shall recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns; to include dress code provisions:

Crisis Intervention and Disaster Planning:

The staff of Little Chico Creek School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the

Little Chico Creek Elementary community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Gang Affiliation:

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

Gangs and Graffiti: Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Little Chico Creek School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Drug and Violence Prevention Programs: Little Chico Creek places students on behavior contracts, which focus on academics and positive behavior to promote better decision making.

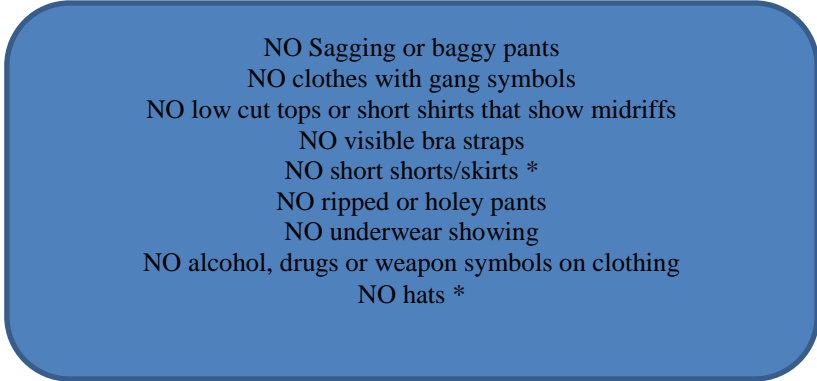
Truancy Learning Center/District Attorney Referral:

Little Chico Creek School recognizes the importance of punctuality and regular attendance. The staff of LCC shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board (SARB).

Megan's Law Notification:

The staff of Little Chico Creek Elementary shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Dress Code Policy: Little Chico Creek follows a strict dress code policy.



NO Sagging or baggy pants
NO clothes with gang symbols
NO low cut tops or short shirts that show midriffs
NO visible bra straps
NO short shorts/skirts *
NO ripped or holey pants
NO underwear showing
NO alcohol, drugs or weapon symbols on clothing
NO hats *

* Shorts, skirts and dresses with slits may be worn but must be no shorter than the end of fingertips when arms are held straight. Spandex may be worn under shorts or skirts, but must also meet the fingertip rule.

* Chico Unified hats may be worn in non-covered areas.

Enhancing Physical Safety Practices: Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

- LCC operates a closed campus, where pupils must have permission to leave the campus during school hours.
- LCC has minimized blind spots around the school facility.
- LCC has installed an alarm system.
- LCC has set a priority to keep buildings clean and maintained.
- LCC has limited roof access by keeping dumpsters away from building walls.
- LCC keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- LCC has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- LCC ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- LCC has established a procedure to have the school campus fully lighted at night.
- LCC keeps a complete list of staff members who have keys to buildings.
- LCC does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- LCC provides supervision in heavy traffic areas.

- LCC has established two-way communication between the front office and each classroom.

Section 12: Supervision and Notification to Teachers of dangerous students pursuant to Education Code 49079.

Overview: Specific employees (e.g., the campus supervisor) shall use unique strategies to promote school safety. To include notification of students who have committed a violent crime under the Penal or Education Codes.

Campus Supervisor and Administrative Positions: Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Little Chico Creek School employs a principal and 4 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. This personnel has developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, vice-principal, and the campus supervisors at LCC make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal, vice-principal, and the campus supervisors and students help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes:

LCC recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of LCC will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Teacher Notice of Disciplinary History:

LCC administration shall provide to its' teachers information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except

E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Section 13: Parent and Community Involvement:

Overview:

Plan(s) and method(s) shall be available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Little Chico Creek School:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure with law enforcement and the fire department.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.

Each classroom is arranged to help prevent aggressive behavior. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Section 14: Visitors and Disruptions to Educational Process:

Little Chico Creek Elementary School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. LCC uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school

grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

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

LCC has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

LCC has developed a notice for disruptive individuals and, when appropriate will exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

LCC's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, LCC shall contact the district office to determine whether to file for a temporary restraining order and injunction.