



Chapman Elementary

Safe Schools Plan 2017-2018





Chapman Elementary

Safe Schools Plan 2017-2018

Planning Committee Members:

Safety Team Members Signature Page:

School Principal: (Write in Name) Mike De

Teacher in Charge: (Erin Leichter) Erin Leichter

Teacher: (Holly Brandt) Holly Brandt

Teacher: (Ashley Trezza) Ashley Trezza

Teacher: (Laura Mann) Laura Mann

School Office Manager: (Kathy Hill) Kathy Hill

Campus Supervisor: () Terish Green

Campus Supervisor: () Yolanda Branglor

Custodian: (Mario Leno) Mario Leno

Parent: (Megan Willing) Megan Willing
 Teresa Gutierrez - Teresa Gutierrez
 James L... James James L... James



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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.

**Chapman Elementary School
INCIDENT RESPONSE TEAM
2017-2018**

Incident Coordinator:	Mike Allen
Incident Coordinator Assistant:	Kathy Hill/Angela Gore
Scribe(s):	Angela Gore
Operations/Logistics:	Mario Lemos
Operations/Logistics Assistant:	Amy Wallace
Safety:	Frances Stallman
Liaison/Intelligence:	Kathy Hill
Intelligence:	Lori MacPhail/ Chico PD
Public Information:	District Office Personnel
Rovers	Norelia Caldera/ Ashley Trezza



Responsibilities of Incident Coordinator Mike Allen

- Notify 9-1-1 and district office 891-3001 □ 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) K. Hill/A. Gore

- 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) A. Gore

- 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 Mario Lemos

- Work with responding agencies.



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- 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 Amy Wallace

- 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

F. Stallman

- 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
(SRO/Probation)**

Chico PD/K. Hill

- 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

THREAT LEVELS AND CORRESPONDING EMERGENCY ACTION

Notification of emergency will be announced by the site Administrator

Code Red (Armed Intruder)

● Option 1: Barricade

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Fortify doors and windows with available furniture
- Students on ground or hidden
- Wait for instructions from Incident Coordinator

● Option 2: Evacuate

- Flee away from threat.
- Communicate via Catapult EMS

● Option 3: Counter

- Last resort, take all actions necessary to distract intruder and escape.

CODE RED/ Imminent Threat

Follow directions of Incident coordinator: LOCK DOWN or EVACUATE

When the CODE RED (lockdown) alert is given, take the following actions:

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Students on ground or hidden.
- Wait for instructions from Incident Coordinator via Catapult EMS

When the Evacuate order is given, take the following actions:

- Immediately vacate the building using the Fire Drill Evacuation Map
- Communicate via Catapult EMS

Code Yellow: Precautionary

- No immediate danger
- 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.



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. **Call 911:** give your name and location and advise them of the situation.

4. Call your school’s main office. The main office will call the district office at 891-3001

5. If necessary, render first aid.

6. Teachers will be notified by the Principal or designee 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. When the earthquake is over, initiate EVACUATION—giving special consideration to exit routes to ensure safety. Take roll via Catapult EMS.

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. Take roll via Catapult EMS.

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.

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.
4. **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 [PRESS-9-911 from office phones, PRESS 9-9-911 from classroom phones]. 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 EMS. All information received via eye-witnesses



or through the in-house surveillance camera system will 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.



CHAPMAN ELEMENTARY BELL SCHEDULE

2016-2017 SCHOOL YEAR

Chapman Office Phone: 891-3100

Recess and Lunch Times Subject To Change

Transitional Kindergarten		
8:30-11:25	Class time	Minimum Days <i>(Nov. 14-18, Dec. 22, & June 7)</i> 8:30-11:40
11:15-12:00	Lunch/Recess	
12:20-2:25	Extended Day	

Kindergarten		
8:30	Class begins	Minimum Days <i>(Nov. 14-18, Dec. 22, & June 7)</i> 8:30-11:40
8:30-9:55	Class	
9:55-10:15	Recess	
9:55-11:30	Class	
11:30-12:10	Lunch	
12:10-1:38	Class	
1:38-2:25	Extended Day	
2:25	Dismissal	

GRADES 1-3		
8:30	Class begins	Minimum Days <i>(Nov. 14-18, Dec. 22, & June 7)</i> 8:30-11:30
8:30-9:55	Class	
9:55-10:15	Recess	
10:15-11:30	Class	
11:30-12:10	Lunch (1 st & 2 nd grade)	
11:55-12:35	Lunch (3 rd grade)	
1:30-1:40	Recess	
1:30-2:25	Class	
2:25	Dismissal	

GRADES 4,5		
8:20	Class begins	Minimum Days <i>(Nov. 14-18, Dec. 22, & June 7)</i> 8:20-11:40
8:20-10:20	Class	
10:20-10:40	Recess	
10:40-11:55	Class	
11:55-12:35	Lunch	
12:35-2:25	Class	
2:25	Dismissal	

Opportunity Class-room 8		
9:00	Class begins	Minimum Days <i>(Nov. 14-18, Dec. 22, & June 7)</i> 9:00-12:15
9:00-11:45	Class	
11:45-12:20	Lunch	
12:25-1:05	Class	
1:05-1:20	Recess	
1:15-3:00	Class	
3:00	Dismissal	

Sherwood Montessori Charter (grades K-8)		
Rooms 1-7, 9, 10		
8:45-12:20	Class	Early release Wednesdays 2:00
12:20-1:05	Lunch	
1:05-3:15	Class	

Updated 9/15/2016 5:55 PM



Section 4: Substitute Teacher Procedures Substitute Teacher Check-off List

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: Chapman Vision and Mission Statement

Vision Chapman’s vision is a safe, educational community with constant collaboration between adults and children of all ages, cultures, and life experiences who are welcomed, respected, involved, and valued.

Mission Statement

Chapman students are self-directed, life-long learners working towards their highest academic potential while taking responsibility for their role in an ever changing world. Our school community will foster these attributes by utilizing a wide variety of resources and strategies.

Section 6: Chapman Elementary Profile

School Climate:

Students are very happy and well behaved on our school campus. Expectations are clearly stated and known to everyone. All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities.

Faculty Innovation

Chapman staff is very committed to ensuring that the educational programs we implement are the best choices to meet our student learning needs. Chapman regularly reviews our academic programs and modifies as needed. Staff members receive ongoing in-service training to meet the ever-changing needs of our students.

Student Diversity

Chapman School is one of the most diverse campus in Chico. The ethnic make-up of our pupil population is 39% Hispanic, 2% Black, 34 % Caucasian, 11% Asian, 1.5% American Indian and 10% other Nearly 25% of our students come from home where English is a second language and nearly 85% come from free/reduced lunch eligible homes.

Student Advocacy

Chapman has a variety of staff who work to ensure that student needs are being met. These staff members include counselors, social workers, psychologists, targeted case managers home- liaisons, etc. Community support agencies such as mental health, child protective services and juvenile probation participate actively in school matters.



Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

Chapman Elementary actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Chapman Elementary 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.

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and the administrator provide campus supervision, specifically identified problem areas like (afterschool) the cross walk on the front side of the campus, (recess) the play structures and the playfield to reduce discipline, crime, or other school safety concerns.

Chapman Elementary has established procedures in the following areas:

Common Areas

- Courtyard
- Cafeteria
- Bathroom
- Common Areas
- Library

Recess

- Snacks
- Soccer
- Four Square
- Tetherball
- Other Equipment

School Profile

Chapman School is located on the southwest side of Chico in an older section of town. Enrollment is 294 students that come from a variety of ethnic backgrounds. It is a TK-5 grade school on a traditional schedule. There are 14 classrooms, a library, 11 portable chromebook carts, 2 Title 1 rooms, Resource Specialist Program, a district supported behavior program-Opportunity class, Speech and Language Specialists, 3 Autism classes, Administration offices and a Multipurpose Room/Cafeteria. Quality staff members ensure instruction is provided to meet student needs.

Support Services and Programs

Chapman utilizes categorical funds to put supports in place such as: Tutoring groups, Afterschool Program, ELD support program-Language Star, Counseling, PIP program, Parent Education activities and more.

Place/Physical Environment/Safety

Chapman School is a focal point in the community and is used extensively by the neighborhood. Chapman adjoins the Martin Luther King Jr. Park on the north and is in close proximity to residential and commercial businesses. The campus is now fully fenced, thus restricting access of outsiders to our campus. Adult supervision is amply provided in conjunction with two-way radio communication, thus



providing a secure campus. 12 video cameras are placed around the campus to help monitor and maintain safety.

School buildings and classrooms are well maintained, free of physical hazards, and designed to prevent criminal activities. Decorations follow the Chico City Fire Marshall's guidelines. The physical plant is kept in good working order. Physical conditions that could lead to accidental harm are promptly corrected. Earthquake, fire and code red drills are conducted as required.

Beliefs

The Chapman School staff has a strong belief in the importance of having all of our graduates possess the necessary academic skills to be successful in the next level of their school career.

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

Teacher referrals for mental health services

Positive interpersonal relations are fostered by teaching social-personal skills, encouraging students to feel comfortable assisting others to get help when needed and teaching students 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 Student 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 Chapman Elementary use Love and Logic and Nurtured Heart strategies to redirect misbehavior by replacing anger with genuine sadness or empathy. Staff is also actively gaining training in Trauma Informed practices. Our Positive Behavior Intervention Strategies (PBIS) program is fully implemented and helps our students understand the expectations of every area of the campus.

Mental Health Programs

Chapman Elementary has a .5 FTE school psychologist, Northern Valley Catholic Social Service Counselors, and a Primary Intervention Program staffed by a five day a week guidance counselor. Numerous Chico State interns also support the campus population. The staff is currently working on becoming a Trauma Informed site at address the students' needs.



Intervention Team

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

Professional Development:

Chapman Elementary School provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility and to enhance academic success. These programs address gang awareness, health concerns, and academic preparedness.

Student Recognition Programs

Chapman Elementary recognizes students monthly during assemblies. Students may receive awards based grades and grade improvement, attendance, AR reading goals, and/or behavior goals. They are also recognized by their teachers for a specific classroom based observations. The PBIS program also has a store component where students use their super-buck to buy goodies as rewards for their positive behaviors.

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.) 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
- Lacerations
- Head injuries
- Internal Injuries



- Abrasions
- 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 students 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 student to safely report and, be protected after reporting, troubling behaviors that the student thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Students

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.

Sexual Harassment Policy:

Chapman Elementary has a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. 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 students.



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.

Chapman Elementary uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for students. Chapman Elementary has developed plans to promote positive behaviors at recess, in the lunchroom, hallways, and during assemblies.

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 student conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the student's misbehavior.

Student expectations 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.

Students 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 administration of Chapman Elementary.

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

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

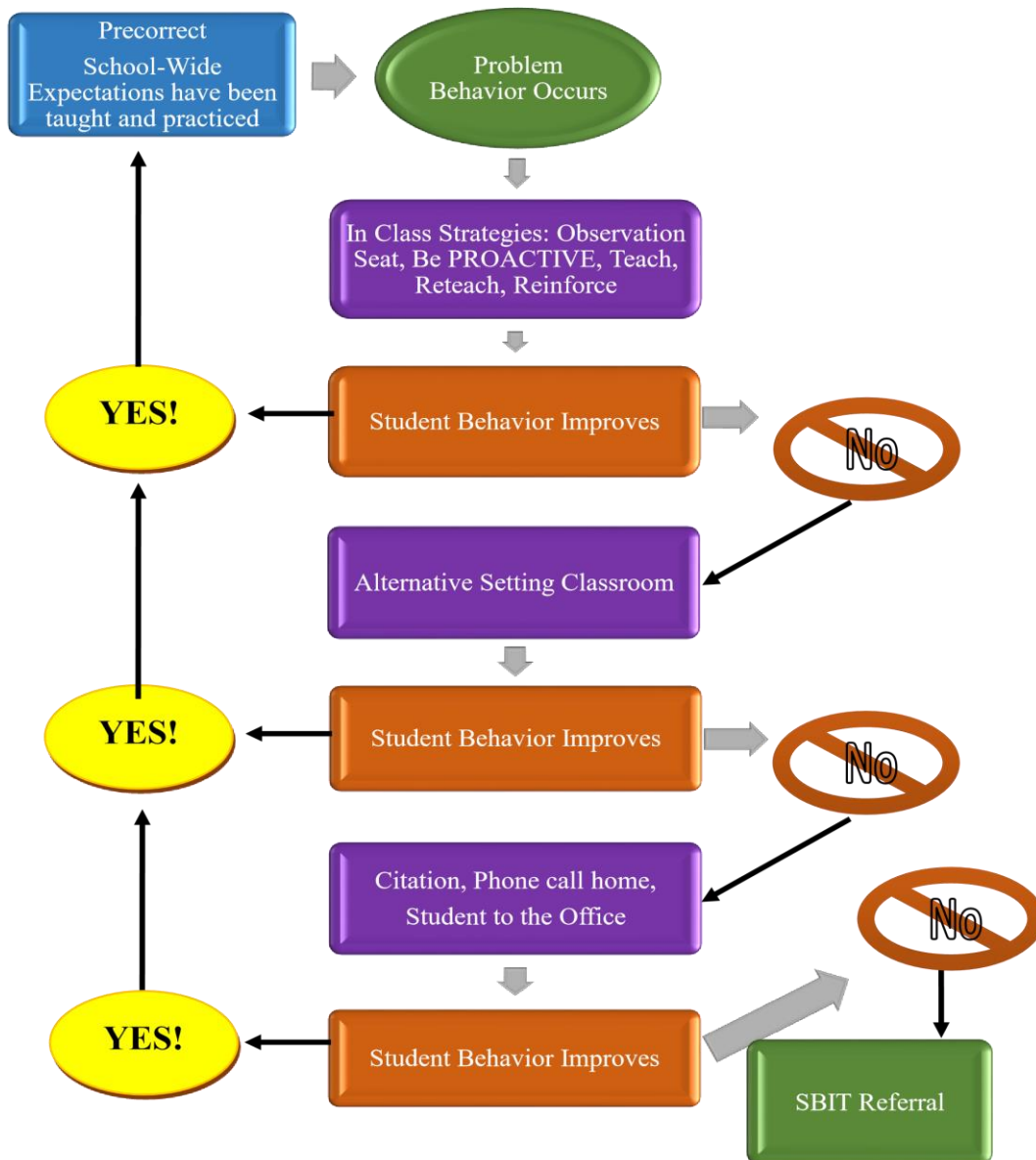


Bully Prevention: Chapman Elementary uses the Second Step Bully Prevention program, taught by the EMHI staff member, in grades TK-5. Our counselor also developed anti-bully bulletin boards that inform students and parents what they can do to report bullying.

Discipline Procedures Flow Chart: See Below

Discipline Procedures Flow Chart

Discipline: “Training expected to produce a specific character or pattern of behavior; especially training that produces moral or mental improvement.”





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

Overview

Chapman Elementary administrator, teachers, families, students, 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 Chapman Elementary shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the 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 Chapman Elementary. The staff 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 student 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. Chapman Elementary uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Truancy Learning Center/District Attorney Referral

Chapman Elementary recognizes the importance of punctuality and regular attendance. The staff 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 Chapman 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.

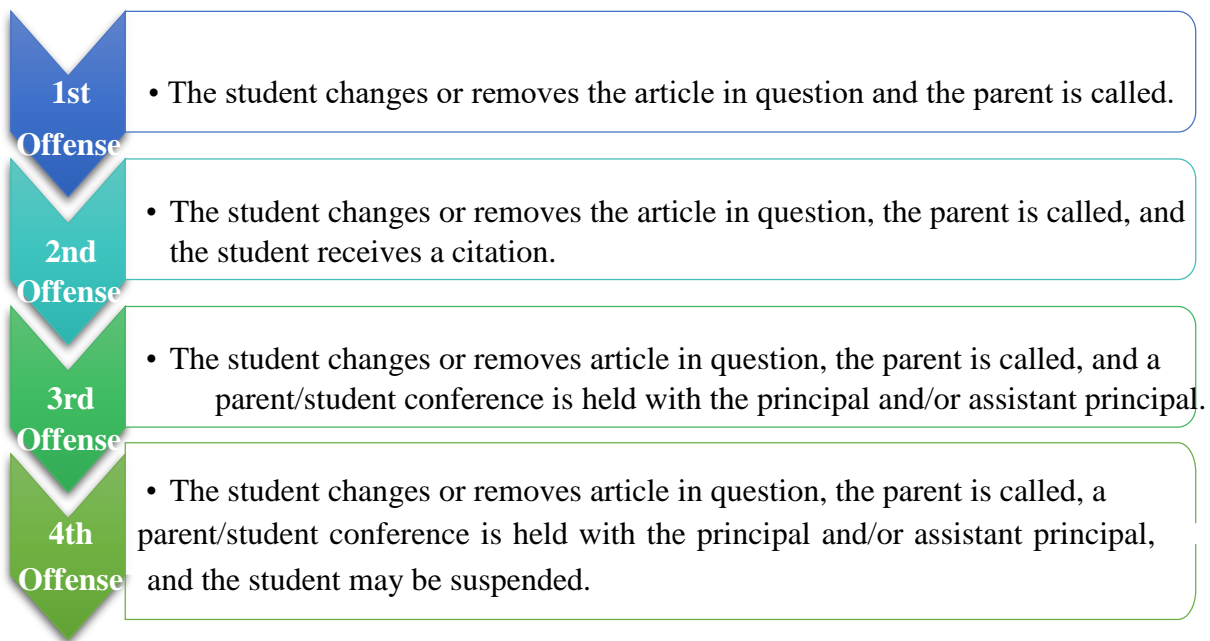


Dress Code Policy

Chapman Elementary has a clear dress code policy.

1. Clothing shall be neat, clean, safe, and appropriate.
2. Pants must stay up without a belt and will not drag on the ground causing a safety hazard.
3. Makeup is not allowed.
4. Any shoe without a heel strap is considered dangerous and inappropriate. Tennis shoes are recommended footwear.
5. The following are inappropriate for school:
 - a. Short shorts,
 - b. Halter tops, undershirts, bare-midriiffs
 - c. Clothing with crude/vulgar lettering and/or print depicting or encouraging drugs, alcohol, tobacco, racial/ethnic slurs, or that is sexually suggestive.
 - d. Attire associated with gangs.

Students and parents are expected to comply with all school rules including dress and behavior standards. Non-compliance with the dress code can result in one or all of the following:





Enhancing Physical Safety Practices:

Schools can enhance physical safety by adjusting traffic flow patterns to limit the 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.

Chapman Elementary:

- is a closed campus, where students must have permission to leave the campus during school hours.
- has set a priority to keep the building clean and maintained.
- keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- has established a procedure to have the school campus fully lighted at night.
- keeps a complete list of staff members who have keys to buildings.
- 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 upon discovery.
- provides maximum supervision in heavy traffic areas.
- has established two-way communication between the front office and each classroom.
- has instituted after-school academic and recreational programs for students who have to stay beyond the school hours.

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 and 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.

Chapman Elementary has a principal and numerous 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 and yard duty personnel 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 staff 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

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 Chapman Elementary 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 Chapman Elementary 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
- Informing parents about their children's behavior, desirable and undesirable
- Encouraging them to participate in prevention programs, intervention programs and crisis planning

Chapman Elementary also:

- 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 an electronic 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:

Chapman Elementary is aware of the laws, policies, and procedures, which govern the conduct of visitors to the school campus. School grounds are supervised on a regular basis by individuals, such as the principal, custodian, teachers, and other staff. 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.

Chapman Elementary 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.

Visitors follow Chapman Elementary school-wide behavior expectations when on campus. Administration will exercise the authority, as necessary, to remove a disruptive visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Chapman Elementary shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Section 15: Public Agencies use of School for Mass Care and Welfare Shelters

Chico Unified School District will allow a public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.