

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

**Special Session Meeting
Wednesday, October 1, 2008
6:00 p.m.**

**Academy For Change
2412 Cohasset Rd., Ste. 2, Chico, CA 95926**

AGENDA

1. CALL TO ORDER

Opportunity for Public Comment on Agenda Items

The Governing Board welcomes and encourages public comments. Members of the public may comment on items included on this agenda; however, we ask that you limit your comments to five (5) minutes so that as many as possible may be heard (Education Code §35145.5, Government Code §54954.3)

2. CONSENT CALENDAR

A. EDUCATIONAL SERVICES

1. Consider approval of Consultant Agreement for Avail Physical Therapy to Provide Athletic Training Services for PVHS Athletics
2. Consider approval of Fund Raising Request for Neal Dow 6th Grade to participate in Cookie Dough Sales from 10/08/08 to 10/23/08.
3. Consider approval of the Consultant Agreement with Butte County Office of Education for Technical Assistance

3. DISCUSSION/ACTION CALENDAR

A. GENERAL

1. Information: Academy For Change Update (Bernard Vigallon)
2. Information: CSBA Agenda Online (Marsha McLean)

B. EDUCATIONAL SERVICES

1. Discussion/Public Hearing/Action: Consider Approval of Resolution 1046-08, Notice of Apportionment for the State Instructional Materials Fund, Grades K-12, Fiscal Year 2008-2009 (Carolyn Adkisson)
2. Information: Safe Schools Plans (Bernard Vigallon, Bob Feaster, Dave Scott)

C. HUMAN RESOURCES

1. Discussion/Public Hearing/Action: Public Hearing and Acceptance of CSEA, Chapter 110 Appointee to the District's Personnel Commission (Bob Feaster)

4. ADJOURNMENT

Jann Reed, President
Board of Education
Chico Unified School District

Posted: 9/26/08
:mm

PROPOSED AGENDA ITEM: PVHS Consultant Agreement for Avail Physical Therapy
2008-09

Prepared by: Pam Jackson, Athletic Director

☒ Consent

Board Date October 1, 2008

☐ Information Only

☐ Discussion/Action

Background Information

Consultant Agreement providing personnel for P.V.H.S. for athletic training services for P.V.H.S. Athletics games and tournaments.

Educational Implications

Provide athletic training services for athletic contest No education implications.

Fiscal Implications

Associated Student Body funds. No impact on district funds.

Mandatory Instructions
(click to view)

CHICO UNIFIED SCHOOL DISTRICT
Business Services
1163 E. 7th Street, Chico, CA 95928
(530) 891-3000

Business Services Use Only

CA# _____

V# _____

CONSULTANT AGREEMENT

1. A completed BS10a. "Certificate of Independent Consultant Agreement" guideline is:

☒ On File (click to view) ☐ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☒ On File (click to view) ☐ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Avail Physical Therapy
Street Address/POB: 2555 Ceanothus Avenue
City, State, Zip Code: Chico, CA 95973
Phone: 530-892-2810

Taxpayer ID/SSN:

This agreement will be in effect from: 08/01/08 to 06/30/09

Location(s) of Services: (site) Pleasant Valley High School athletic activities

3. Scope of Work to be performed: (attach separate sheet if necessary)

Providing personnel for PVHS to provide athletic training services for PVHS Athletics

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

Athletic training; prevention, rehabilitation, and care of athletic injuries

5. Funding/Programs Affected: (corresponding to accounts below)

- 1) ASB - Athletics
2)
3)

6. Account(s) to be Charged:

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	100.00						5800	14	
2)							5800	14	
3)							5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☐ Yes ☒ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ 6,500.00 Per Unit, times 2.00 # Units = \$ 13,000.00 Total for Services

(Unit: ☐ Per Hour ☐ Per Day ☐ Per Activity)

9. Additional Expenses:

\$
\$
\$

Total for
0.00 Addit'l Expenses

\$ 13,000.00 Grand Total

10. Amounts of \$5,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

CONSULTANT TERMS AND CONDITIONS(Applicable, unless determined to be Contract Employee - See BS10a)

Business Services Use Only

CA# _____

V# _____

RCF# _____

1. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees.
2. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
3. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
4. If applicable, the Consultant will certify in writing, using _____, that criminal background checks have been completed as per _____ prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
5. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
6. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District.
7. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
8. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.
9. The District will determine whether the Consultant will be paid by vendor check as a Consultant or payroll check as a Contract Employee (with taxes withheld) by reviewing the completed Certificate of Independent Consultant Agreement (a blank sample may be viewed at http://www.chicousd.org/dept/business/documents/Consultant_Agreement.pdf). IRS publication SWR 40 and IRS Ruling 87-41 will assist the District in determining the payment method applied to this Consultant Agreement.

11. AGREED TO AND ACCEPTED: (If determined to be a Contract Employee, a payroll check will be issued with applicable taxes withheld.)

Matt Eller
(Signature of Consultant)

Matt Eller
(Print Name)

8/15/08
(Date)

12. RECOMMENDED:

Steve Connolly
(Signature of Originating Administrator)
Principal

Steve Connolly
(Print Name)

8/14/08
(Date)

13. APPROVED:

Valley
(Signature of District Administrator, or
Director of Categorical Programs)

Paul Francis
(Print Name)
ASB Officer

Signature of Originating Faculty Advisor

9-15-08 DATE
9-22-08
(Date)

APPROVED:

Scott Jones
(Signature of District Admin.-Business Services)

☒ Consultant
Scott Jones
(Print Name)

☐ Contract Employee

9/24/08
(Date)

14. Authorization for Payment:

ASB Requisition/PO # _____ issued by ASB Acctg. Office

CHECK REQUIRED (Invoice to accompany payment request):

- ☐ Partial Payment thru: _____
(Date)
- ☐ Full or Final Payment

DISPOSITION OF CHECK by Accounts Payable:
(check released upon completion of services)

- ☐ Send to Site Administrator: _____
(Date check required)
- ☐ Mail to Consultant

\$

(Amount)

(Originating Administrator Signature - Use Blue Ink)

(Date)

PROPOSED AGENDA ITEM: Neal Dow 6th Grade Fundraiser-Cookie Dough Sales

Prepared by: Amanda Gilliam and Greg Bishop

☒ Consent

☐ Information Only

Board Date: October 1, 2008

☐ Discussion/Action

Background Information

Students will go door-to-door sales of the Otis Spunkmeir cookie dough. The money raised will go towards the grade level field trips to San Jose to the Rosicnician (Egyptian) Museum and the 3 day trip to Yosemite.

Education Implications

Both Field trips align with the 6th grade standards and benchmarks and are an excellent culminating activity for the Egypt and landforms units.

Fiscal Implications

All money raised will go towards providing transportation, food, and paying fees for both trips.

RECEIVED

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street
Chico, CA 95928-5999

2.A.2.
Page 2 of 2

SEP 25 2008

FUND RAISING REQUEST

All fund raising projects/activities are to be approved by the school principal (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL Neal Dow Elementary

CLUB OR ORGANIZATION 6th Grade Classes

ADVISOR Greg Bishop and Amanda Gilliam

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY Raise money for grade level field trips to the Rosicrucian Museum and Yosemite.

FINANCIAL GOAL OF THE PROJECT: (Major = more than \$5,000 gross)

[] Minor: Estimated Gross \$ _____ Estimated Net \$ _____
[X] Major: Estimated Gross \$11,000-12,000
Estimated Net \$4,000-5,000

NATURE OF PROJECT/ACTIVITY (i.e., car wash) Otis Spunkmeir Cookie Dough Sales

[] Class I - A project or series of activities that will be restricted to a school's student and parent population.

[X] Class II - A project or series of activities that will extend beyond a school's population and will involve students, parents and members of the general community population in the fund raising effort.

BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):

BEGINNING October 8, 2008 ENDING October 23, 2008

LOCATION Neal Dow Elementary and Community

NUMBER OF STUDENTS TO BE INVOLVED 64

RECOMMENDED

Date

9-24-2008

Date

Student Officer's Signature (if applicable)

Amanda Gilliam

Advisor's Signature

Date

9-24-08

Date

9/24/08

Date

Director of Activity Signature (if applicable)

Marilyn Rees

Principal's Signature

Carolyn Addison

Assistant Superintendent's/Director's Signature

Approval Recommend

Minor Major

Yes No Yes

[] [] []

☒

Date - Approved by Board of Education

cc: Advisor
Principal

PROPOSED AGENDA ITEM: Technical Assistance Provided by Butte County Office of Education

Prepared by: Mike Morris

☒ Consent

Board Date October 1, 2008

☐ Information Only

☐ Discussion/Action

Background Information

CUSD is a No Child Left Behind Program Improvement "Corrective Action Sanction F" district. Sanction F is defined as "instituting and fully implementing a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils". California Education Code Section 52055.57(c)(1)(F). It further requires that the district access technical assistance to analyze district needs, amend the LEA Plan or Plan Addendum and implement key action steps.

Educational Implications

CUSD will work with Butte County Office of Education (BCOE) to raise student academic achievement and boost test scores. BCOE will provide targeted professional development at school sites and for district level groups to fully implement the State Board of Education (SBE) adopted standards-aligned curriculum in language arts and mathematics, and increase the percentage of English Language Learners and Students with Disabilities who score proficient or advanced on the CST's.

Fiscal Implications

CUSD has received \$350,000 from the State of California specific to the implementation of the requirements of NCLB Program Improvement Corrective Action Sanction F. There will be no impact to the General Fund.

Mandatory Instructions
(click to view)

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Business Services
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(530) 891-3000

Business Services Use Only

CA# _____

V# _____

CONSULTANT AGREEMENT

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☒ On File (click to view) ☐ Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

☒ On File (click to view) ☐ Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District and:

Name: Butte County Office of Education
Street Address/POB: 5 County Center Drive
City, State, Zip Code: Oroville, CA 95965
Phone: (530) 532-5820
Taxpayer ID/SSN:

This agreement will be in effect from: 07/01/08 to 06/30/09

Location(s) of Services: (site) Chico Unified School District Schools

3. Scope of Work to be performed: (attach separate sheet if necessary)

Provide CUSD with technical assistance to fully implement Corrective Action Sanction F.

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

Targeted professional development to fully implement the SBE-adopted standards-aligned curriculum in language arts and mathematics, and increase the percentage of ELL and Students with Disabilities who score proficient or advanced on the CSTs.

5. Funding/Programs Affected: (corresponding to accounts below)

- 1) Funds provided by SB 606 - Federal PI Corrective Action Work
2)
3)

6. Account(s) to be Charged:

	Pct (%)	Fund	Resource	Proj/Yr	Goal	Function	Object	Expense	Sch/Dept
1)	100.00	01	3013	0	1110	1000	5800	14	740
2)							5800	14	
3)							5800	14	

7. Is there an impact to General Fund, Unrestricted funding? ☐ Yes ☒ No

8. Payment to Consultant: (for the above services, District will pay Consultant as follows)

\$ 40,000.00 Per Unit, times 1.00 # Units = \$ 40,000.00 Total for Services

(Unit: ☐ Per Hour ☐ Per Day ☒ Per Activity)

9. Additional Expenses:

\$
\$
\$

Total for
0.00 Addit'l Expenses

\$ 40,000.00 Grand Total

10. Amounts of \$3,001.00 or more require Board approval: (date to Board)

(to be completed by Business Services)

(Applicable, unless determined to be Contract Employee -- See BS10a)

Business Services Use Only

V# _____

- 17) AGREED TO AND ACCEPTED:** (If determined to be a Contract Employee, a payroll check will be issued with applicable taxes withheld.)

9-26-08
(Date)

7/26/08
(Date)

9-24-08
(Date)

Employee 9/26/08
(Date)

(Amount) (Originating Administrator Signature—Use Blue Ink) (Date)

PROPOSED AGENDA ITEM: CSBA AgendaOnline

Prepared by: Marsha McLean, Administrative Aide

☐ Consent

Board Date October 1, 2008

☒ Information Only

☐ Discussion/Action

Background Information

Go green! Go Online! Agenda Online is a CSBA service that creates consistently formatted electronic agendas that save time and paper, and make board meeting information readily available to the public and staff via the Internet. Agenda Online is an efficient and cost-effective way to keep school trustees and members of the public informed.

Educational Implications

None

Fiscal Implications

There were 1,974 pages included in Board Agendas from January 17, 2007-December 12, 2007. Fifty-three packets were produced for each meeting. If copying costs are figured at \$.05/page, the cost of producing those fifty-three packets was \$5,231.10. The cost of CSBA's AgendaOnline service is based on ADA. The average cost for most districts is \$3,000 for the first year/with training included and \$2,500.00 per year after.

Excerpted from the April 2008 edition of California School News

C a l i f o r n i a SchoolNews

California School Boards Association

April 2008

Volume 14, Number 4

Go green! Go online! Check out Agenda Online

With the recent passage of new Brown Act requirements for distributing and posting documents related to items on open meeting agendas, school district and county office of education trustees have a new reason to consider subscribing to CSBA's Agenda Online service. This powerful and environmentally friendly tool makes it easy for school board members and the public to access important material and to comply with new Brown Act requirements that will become effective July 1.

Senate Bill 343 will change the rules for making documents relating to agenda items available for public inspection. The new law requires that when a document classified as a public record and relating to an open session agenda item is distributed to the board less than 72 hours before the board meeting, the document must also be made available for public inspection. In addition, every board meeting agenda must list the address designated for this public inspection. The

documents may also be posted on the district's Web site.

It's a potentially daunting requirement that could be expensive and time-consuming for districts that still rely on "snail-mail" and paper to distribute agenda material.

"Agenda Online gives districts and county offices an efficient and cost-effective way to keep school trustees and members of the public informed about any supporting documents that are distributed after the agenda has been posted," said Martin Gonzalez, CSBA's assistant executive director in charge of Governance and Policy Services.

"We want to make sure that our districts and county offices understand how Agenda Online can help them comply with public-meeting disclosure laws and at the same time save districts time and money," Gonzalez said.

Agenda Online uses a special symbol to identify agenda items that were updated less than three days before the meeting, and the service makes these updated items available to the public and board members at

the same time.

CSBA is hosting a number of presentations at county offices of education throughout the state in the coming months to tout the benefits of paperless agendas and to show how districts can "Go green! and Go online!" These demonstrations will also show how districts and county offices can access and edit sample policies and policy updates using CSBA's GAMUT Online service.

The list of Agenda Online clients now includes more than 30 school districts throughout the state. Among them are Davis Joint Unified School District, Beverly Hills USD, Hemet USD and Menlo Park City School District.

Related link:

- For a complete list of upcoming Agenda Online and GAMUT Online presentations and more information about these services, visit www.csba.org and click on the proper icon under "Resources" in the right column.



PROPOSED AGENDA ITEM: Resolution No. 1046-08

Prepared by: Carolyn Adkisson

☐ Consent

Board Date 10-1-08

☐ Information Only

☒ Discussion/Action

Background Information

Education Code section 60119 requires that each pupil within the Chico Unified School District be provided sufficient textbooks and instructional materials aligned to the content standards and consistent with the cycles and content of the curriculum frameworks in the areas of history/social science, mathematics, reading/language arts and science. The attached Certification of Provision of Standards-Aligned Instructional Materials states that we are currently sufficient for the 2008-09 school year. As such, the Educational Services Department requests approval of Resolution No. 1046-08.

Educational Implications

All students will be provided with sufficient textbooks and instructional materials in the core instructional areas for in-class work as well as homework.

Fiscal Implications

Standards-aligned instructional materials are purchased out of the state provided instructional materials fund realignment program (IMFRP) monies.

Additional Information

As required by CCR, Title 5, Section 9531, instructional materials for students in grades K-8 were purchased from an approved standards-aligned state adoption list and instructional materials purchased for students in grades 9-12 are aligned with the state content standards and are approved by the CUSD Board of Education following district review of the materials.

CHICO UNIFIED SCHOOL DISTRICT
1163 EAST SEVENTH STREET
CHICO, CA 95928
(530) 891-3000

3.B.1.
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RESOLUTION NO. 1046-08

Whereas, the governing board of Chico Unified School District, in order to comply with the requirements of *Education Code* section 60119 held a public hearing on October 1, 2008, at 6:00pm, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least ten days notice of public hearing posted in at least three public places within the district that stated the time, place and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community and bargaining unit leaders in the public hearing, and;

Whereas information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home;

Whereas sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks;

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore it is resolved that for the 2008-09 school year, the Chico Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the content standards and consistent with the cycles and content of the curriculum frameworks.

Adopted this 1st day of October, 2008

Ayes:

Noes:

Abstentions:

Absent:

Board President

Secretary/Clerk

Chico Unified School District

Educational Services - Elementary Education
(530) 891-3020



Certification of Provision of Standards-Aligned Instructional Materials

The local governing board of the Chico Unified School District hereby certifies that as of this date, each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas:

- History/social science
- Mathematics
- Reading/language arts
- Science

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by *CCR, Title 5, Section 9531*.

For students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by *CCR, Title 5, Section 9531*. Certification was approved by the local governing board at a public meeting held on October 1, 2008.

The State Board of Education adopted new standards-aligned instructional materials for K-8 in Mathematics in November, 2007. The local governing board of Chico Unified School District will provide each pupil with a standards-aligned textbook or basic instructional materials from this adopted list by August 11, 2009 which is the start of the first school term that is no later than 24 months following the state adoption of these materials.

The local governing board of the Chico Unified School District has provided each pupil in kindergarten through grade eight with a state adopted standards-aligned textbook or basic instructional materials in the following subjects by the date indicated below to meet the 24 month rule in EC 60422 (a):

Subject	Date Provided
Reading/Language Arts	August 2003
History-Social Science	August 2006
Science	August 2007
Mathematics	August 2009

Certification was approved by the local governing board at a public meeting held on October 1, 2008.

Ayes:

Noes:

Abstentions:

Absent:

Board President

Secretary/Clerk

PROPOSED AGENDA ITEM: Review of School Safety Plans to Ensure Compliance with Annual Notification to California Department of Education.

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

Consent

☒ Information Only

Discussion/Action

Board Date: October 1, 2008

Background Information:

There is requirement that annually each Board of Education notify the CDE of any schools that do not have a school safety plan that complies with Education Code. A subcommittee of the District's Incident Response Team (DIRT) has reviewed the current school safety plans for each school in Chico Unified School District. This subcommittee finds that the plans submitted, with minor changes and additions that will be brought to the meeting, do meet the State requirements. Therefore all schools in CUSD remain in compliance with respect to school site safety plans. The Board is asked to accept the school site safety plans.

Educational Implications:

Having appropriate school safety plans allows for a more orderly and well prepared educational environment. CUSD has a long and rich history of being a leader in Northern California with respect to preparing for, managing, responding and debriefing school crises. We have an excellent relationship with emergency service providers that have served the community well.

Fiscal Implications:

None.

SAFE SCHOOL PLAN

For

Chico High School

**901 The Esplanade, Chico, CA 95926
530 891-3026**

Chico Unified School District

**Revised September 9, 2008
By CHS Safety Team**

Chico High School

2008-2009

Safe School Plan

3.B.2.
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Step I: Planning Committee Members:

Safety Team Members:

Reg Govan- Assistant Principal
Brian Boyer- Assistant Principal
Judi Roth- Assistant Principal
Juan Zertuche- Counselor
Dan Trevethick- Campus Supervisor
Diane Kennedy- Campus Supervisor
Lori Kligerman- SRO, Chico Police Department

Step II: Vision of Chico High School:

Vision Statement

Students, faculty, and staff will have the ability to learn and work in a safe supportive environment in order to further their educational and professional needs.

Mission Statement

We will provide a safe and enriched, student-centered learning environment where each student can:

- Realize his/her academic and creative potential;
- Develop his/her individual talents and abilities;
- Develop respect for self and others; and
- Become an involved, responsible citizen.

Step III: School Profile Data:

Pride and Strengths at Chico High School

School Climate: The faculty, staff, and students remain the strength of the school. Their ability to coexist and work together in cramped conditions is a testament to their recognition that we are all here to provide a positive learning experience for all our students.

Faculty innovation: Our faculty at Chico High School continues to be the educational leaders and innovators on campus. Through their vision, dedication, cooperation, and love for providing quality education for students, Chico High School is able to provide alternative to students of differing needs, interests, and goals.

Student Diversity: The Chico High School community is a diverse community. Our students add differing languages, cultures, and beliefs to the everyday flavor of the campus. Through our advisories, systematic connections are being made and supported in order to break down the traditional barriers.

Student Advocacy: Through a strong student government, our students take advantage of developing a voice on campus. Students take control of their projects and take responsibility for providing input into school policy and decision.

School Safety: There is a strong connection between the School Safety team (Campus Supervisors, School Resource Officer, Probation, and Administration) to be aware of the issues on campus, to connect with the students, and work to provide a solution prior to the problem growing out of control.

Beliefs

- We believe that all students can learn.
- We believe in the worth and the dignity of the individual student.
- We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect.
- We believe in the importance of pursuing truth and knowledge, in commitment to excellence, and in the nurturing of responsible citizenship.
- We believe that students should meet high academic standards in order to graduate from high school.
- We believe in providing a safe school environment, which encourages the freedom to teach, and the freedom to learn.
- We believe in and support diverse teaching styles within the context of common learning standards and graduation requirements.
- We believe in teacher camaraderie where there is time to talk, explore, and plan together.
- We believe in the democratic process in that we involve students, staff, and parents in the decision-making process, constantly striving to achieve the mission statement and learning expectations established for our students, school, and district.

I. Personal Characteristics of Students and Staff

School Profile

Chico High School (CHS) is a four-year comprehensive high school located in downtown Chico, adjacent to the California State University, Chico campus. Established in 1902, CHS is the oldest of the six secondary schools in the Chico Unified School District. The neighborhood is a mixture of single-family dwellings, apartments and rental houses. The campus is open with fencing only around the athletic fields and selected areas between the building on Lincoln Avenue and around the bike racks. Additionally, a city owned easement (foot path) cuts through the center of the campus. This footpath connects a moderately high crime college student residential area to the University.

Our current enrollment is approximately 1943 students. We are a School Improvement Program (SIP) school; the first high school in Northern California awarded a state grant to improve the curriculum based

on the needs and desires of the students, parents, teachers, and administration. In the 2003-2004 school year, the Western Association of Schools and Colleges (WASC) accredited CHS for a six-year term, with a three-year review.

Ethnic Profile

Our school population is comprised of students from many different countries and various ethnic backgrounds, speaking 15 different languages. The ethnic profile of the school is as follows:

Caucasian	68.5%	African American	3.7%
Hispanic	16.8%	Filipino	.4%
Asian/Pacific Islander	8.0%	Other	.3%
American Indian/Alaskan Native	2.3%		

Staff Profile

All members of the Chico High School certificated staff have fulfilled the requirements for a teaching credential as regulated by the California Teaching Credential Department. There are 88 certificated full-time and part-time staff members at Chico High School. All instructors teach courses within their area of authorization. Twenty-seven certificated staff members have a master's degree.

Curriculum and Educational Programs

The quality of Chico High's educational environment has been recognized on both the state and national levels. In 1996, CHS was designated a **California Distinguished School** by the State Department of Education. In 1989, CHS was one of only 107 public high schools to be named a **National Blue Ribbon School** by the U.S. Department of Education. In 1998, we were again named a **National Blue Ribbon School** – one of only four schools in California to be recognized for a second time.

Approximately 40% of Chico High's students are involved in formal smaller learning communities (SLC's). These communities support academic achievement and offer a safe environment by offering students a chance to explore their interests or address specific needs in more depth with a smaller group of students and teachers.

Students enrolling in Chico High select from a variety of educational choices leading to graduation. The **"traditional" program** includes nine Advanced Placement courses, Honors English, a three-tiered English as a Second Language (ESL) program, Sheltered Core classes (science, math and the social sciences) for limited and non-English speaking students, and Spanish for Native Speakers language courses. The fine arts programs continue to be a vital part of our students' experiences. Two computer art classes and three digital photography courses complement the existing array of course options in music and art. Our state-recognized Agriculture program offers students the option of earning social science, science, and fine arts credits in a variety of Agriculture classes. Six Resource Specialist Program (RSP) teachers and four **Special Day Class (SDC)** teachers support students with special educational needs.

Our SLC's include the following programs:

Academy of Communications and Technology (ACT), A California Partnership Academy with a career pathway in media communications. ACT helps students develop the strong academic and technical skills necessary for post-secondary education and the 21st century workplace; an innovative, challenging curriculum blocked schedule, and hands-on activities teach students how to apply their knowledge.

Chico High West (WEST), a member of the coalition of Essential Schools, is founded on the principle of student-as-worker, teacher-as-coach. In a non-traditional setting, students are exposed to educational strategies that reflect the type of learning offered in the real world, including problem-based learning, multi-disciplinary and cross-age curriculum, service-learning, and oral defense of knowledge.

Future Farmers of America (FFA), Chico High's award-winning (Eighteen years as a FFA superior chapter) agriculture program, offers both college prep and career pathway programs in animal science, plant science, horticulture, and agricultural mechanics. Ag/FFA students develop leadership skills and confidence while acquiring academic skills for graduation and post-secondary work.

Freshman House: Finally, freshmen desiring a more "traditional" high school program enroll in **Freshman House**. Students in this program are enrolled in two classes together: English and World History, Spanish I and English, ect. Students (and teachers) who don't necessarily want a fully integrated curriculum still benefit from this option: each Frosh House student is known by the teacher of both classes, and we anticipate that moving from one class to another in a cohort will help them develop tighter bonds with their peers.

Counseling and Student Support Services

Three teams (Red, Gold, and Panther), comprised of assistant principals, counselors and attendance clerks monitor the progress of each student on a regular basis. This teaming of school personnel creates a smaller and more personal environment for our students.

Student support services at CHS include 5 counselors, a psychologist (four days per week), a school nurse (two days per week), a full-time health aide, a full time Intervention Specialist and a full-time librarian.

The caseload for school counselors is 400:1. Outside agencies provide services to students through Child Protective Services; Homeless Emergency Runaway Effort; Migrant Education; Mini Corps; Butte County Alcohol, Drug, Mental Health Services; Chico State University, Chico (CSU,C) tutors; CSU,C Talent Search and Butte County Behavioral Health.

Anti-Violence Measures

- **Safe School Team Meetings**

The Safe School Team meets on a weekly basis to discuss issues on campus and to plan for future events. The team is made up of campus supervisors, the SRO and Probation Officer, the Mediation coordinator and administrators. We take a proactive approach to identifying issues on campus and to develop comprehensive approaches to solutions.

- **Peer-Tutoring Program**

Peer tutors volunteer to provide individual tutoring to students needing assistance in any subject area. Tutors have successfully completed any course they tutor. Students and tutors arrange days and time for study time, usually at lunch or after school. *** All student assistance services can be accessed through Robin Bicocca, Program Coordinator.

- **Meeting with all Students in Classes to Explain Expectations**
Each year the administrators meet with all students in all grade levels in their English and Social Science classes to clearly state expectations and to inform students of any policy/rule changes that may affect them. Administrators explain curriculum issues, the different programs available on campus and policies as they pertain to: sexual harassment, child abuse, drug/alcohol use, possession of weapons or dangerous objects, attendance, etc.
- **Four Simple Campus-Wide Classroom Rules (all rooms posted)**
 - 1) Be to class on time with all materials
 - 2) Give full attention to the lesson for that day
 - 3) Respect all persons and property
 - 4) Wait until excused by the teacher before leaving the classroom
- **Mentor/Tutor Program from CSUC (Upward Bound, Talent Search for Education)**
The Mentor/Tutor program from CSUC screens for students who have the ability to succeed at college but come from a low-income family or a family, which has a history of non-completion at various educational levels. Mentors meet with the students on a regular basis and also take the students through a series of programs designed to lessen the "shock" of moving on to college. The tutors meet with the students every Tuesday through Thursday from 3:00 p.m. to 4:00 p.m. in the CHS Library. The tutors are strong students themselves who role model sound academic practices, as well as lend their knowledge in the given subject area.
- **Campus Supervision During Key Hours**
The key hours have been identified at CHS and personnel have been assigned accordingly.
 - Dan Trevithick (Daily) - 7:30 – 3:30
 - Diane Kennedy (Daily) - 8:30 – 3:15
 - Position Open - 10:00 - 3:15
 - Susan Albrecht (Daily) - 2:30 – 4:00
- **Multicultural Week; Once a Year**
Once a year the associated student body puts on a multicultural assembly with performances by different ethnic groups on campus. This assembly is preceded by a week of campus wide activities, which include food booths, information pamphlets and tables set up by different ethnic organizations from the community and at CSUC.
- **Swift Follow-Up on Any Harassment Complaints (racial, sexual, religious gender)**
Any harassment complaints are followed up in a swift and timely fashion. Each administrator has eight (8) hours of sexual harassment training. The steps and procedures presented in training are utilized for any harassment issue whether it is sexual, racial, religious or gender related.
- **Intervention Specialist (drug/alcohol/tobacco counseling)**
CHS has an Intervention Specialist (IS) on campus five days per week. The IS deals with drug/alcohol/tobacco/violence issues. Students are referred to the IS by the assistant principals, counselors, school psychologist and parents. Students can opt for individual or group meetings.

* **Juvenile Probation Officer and School Resource Officer**

CHS has a probation/police team on campus to work with students who may be on probation or have committed crimes while under school jurisdiction. Their office is located behind the attendance clerks and is manned at various times by the School Resource Officer (police), and the Juvenile Probation Officer. Along with a single juvenile prosecutor, this program allows for vertical investigation, prosecution and supervision, which make it more difficult for juvenile offenders to fall through the system unchecked.

• **Chico Police Department Youth Offender Diversion Program/Community Service Hours Completed on Campus**

Youth Offender Diversion program/community service hours can be completed on the CHS campus under the supervision of the custodial staff and one assistant principal. The hours are assigned at CHS in order to make the process easier for students who may have transportation difficulties. It has also been noted that some students who do their community service hours at school develop an attachment or bond to the school and staff which was not present before.

• **Group Counseling**

Group counseling for the purpose of mediating disputes and for building tolerance has been an invaluable tool on the CHS campus. The groups are taken through a curriculum, which helps each individual develop insights into their own intolerances. At the same time the curriculum empowers individual students in such a way so as to make them a more positive influence in any situation they may encounter. Groups meet on a regular basis until relative harmony is reached between the rival groups.

• **Peer Counseling/Mediation:**

Coordinated by our school psychologist and School Resource Officer, students learn to conduct conflict mediation between students. They act as an integral part in our efforts to provide a safe school environment for our students.

II. Physical Environment

School Facilities and Safety

CHS has seventeen portable classrooms. In addition, many classrooms are used every period, thus limiting teacher workspace for preparation. CHS maintains nine computer labs, and 500 computers school wide. All computers are connected by a fiber-optic local area network with access to a wide area network and the World Wide Web.

Up to fifteen million dollars may become available to remodel CHS facilities (Lincoln Hall) as well as build new classroom facilities (including the removal of all portable classrooms) and a field house. CHS staff is currently working with CUSD staff and District architect to develop plans to remodel and build new facilities utilizing local bond (Measure A) monies.

Although under funded and understaffed, our custodial, grounds, and maintenance staff do an effective job of keeping the facilities clean and maintained.

Our school has an emergency plan and evacuation procedures are practiced as per state law. Staff and students are constantly being in-serviced in the Code Red Lockdown procedures in case of a critical incident. An asbestos survey and an abatement plan have been developed for Chico High. The insurance

inspector and the City Fire Marshal regularly conduct safety inspections to insure compliance with all codes and regulations.

A School Resource Officer from the Chico Police Department and a Butte County Probation Officer, combined with campus supervisors and school administrators, help maintain a safe campus atmosphere for all students on a daily basis. The Student Assistance Program, comprised of peer mediators, counselors and tutors work to support the students. Overall, we view Chico High School as a safe, friendly, and supportive place to learn and work.

III. School Cultural and Social Environment

Classroom Discipline and Climate for Learning

We believe our school climate is a strength. We are proud of how well our students interrelate with one another and with our staff. Chico High School practices a clear and consistent discipline plan. A booklet titled, "A Guide to School Discipline" is provided for each student and parent at the beginning of the school year. It outlines the consequences for student misbehavior. Students are encouraged to mediate disputes and are taught appropriate conflict resolution techniques. Student suspensions and expulsion consequences are used as a last resort in the discipline process.

Our school has a wide variety of academic and extracurricular activities available to challenge and encourage students. Our students participate extensively in extracurricular activities including 26 school service, academic, and social clubs involving approximately 500 students, and 41 athletic teams of over 820 participants.

Our students routinely receive awards such as Academic Student of the Quarter, academic block letters, and athletic block letters. The Chico Rotary Club's Achievement Builds Choice (ABC) program recognizes students for their academic performance. Students who have made a grade point improvement of .5 or better, or have achieved and maintained a 4.0 GPA receive special ABC recognition in a community ceremony.

Quality of Instruction and Leadership

Chico High School's teaching and support staff is competent, dedicated, and sensitive to student needs. The California Department of Education (CDE) and the U.S. Department of Education, primarily because of the outstanding people who work here, have recognized our school. The WASC accreditation team commented that "the CHS culture ... fosters personal growth, creativity, and innovation for each member of the school community ...there are many 'leaders of leaders'." (*WASC School Report, pp.9, B. [[2]], [[3]]*)

CHS is proud of the many staff members who are leaders of organizations, mentor teachers, and representatives to various boards and charitable organizations. The high standard of student achievement at CHS is directly related to the high quality of instruction and leadership at our school. The Blue Ribbon report stated, "At every turn ... Evidence was found of a fostering school organization and a caring culture ... and that there is a positive spirit in which to learn and teach and the staff has respect for each other and respect for the kids."

Our instructional program is consistent with state and local board directives. Our programs are externally and internally reviewed on a regular basis. The staff updates and improves the offerings to stay current with best educational practices.

All pupils are expected to behave in a manner that promotes safety and order. Students are encouraged and directed to mediate any disputes or problems. The academic and behavioral expectations of the staff are high. Parents and students feel that these expectations are clear and age appropriate for all students. Further, the academic and behavioral efforts of the students are recognized and rewarded.

Step 4 Major goals for Chico High School:

Component I:

I. We will closely align curriculum in all disciplines with relevant and essential state standards and build capacity among staff to develop and deliver improved standards-based curriculum and assessment.

II. We will develop and implement strategies and support systems to ensure that students of all cultural, linguistic, and socioeconomic backgrounds will meet or exceed state requirements for academic achievement and graduation.

III. We will develop more options and choices in order to keep students connected to CHS and engaged in learning.

IV. We will continue to improve the literacy skills of all students on campus.

Component 2:

I. We will continue to improve the working relationship between the Chico Police Department, the Butte County Probation Department, the District Office and Chico High School in order to provide a save effective response to emergency situations.

II: We will continue to work towards a drug free campus.

III: We will continue to develop relationships with students, parents, and community agencies to reduce the presence of gang activity on campus.

Step 5 Implement Strategies:

Component I:

I. We will closely align curriculum in all disciplines with relevant and essential standards and build capacity among staff to develop and deliver improved standards-based curriculum and assessment.

Goal One: By June 2009 Chico High School will meet state school wide and subgroup API growth targets.

Goal Two: By June 2009, Chico High School will increase scores for all subgroups

Improvement strategies:

1. Align curriculum and instruction with standards (district, state, and national) in all departments.
2. Align assessment with standards (district, state, and national) in all departments.
3. Analyze student outcome achievement data and student work as a tool to refine instruction.

II. We will develop and implement strategies and support systems to ensure that students of all cultural, linguistic, and socioeconomic backgrounds will meet or exceed state requirements for academic achievement and graduation.

Goal One: By June 2009 Chico High School will meet state school wide and subgroup API Growth targets.

Goal Two: By June 2009 Chico High School will maintain or improve current rates of retention, completion of requirement for college, and graduation rates.

Improvement Strategies:

1. Implement intervention strategies to help students who are struggling academically and/or are at risk of not graduating.
2. Increase academic performance of students of traditionally underrepresented cultural backgrounds.
3. Increase academic performance of English language learners

III. We will develop more options and choices in order to keep students connected to CHS and engaged in learning.

Goal One: By August 2009 Chico High School will increase scheduling options

Goal Two: By August 2009 Chico High School will increase electives.

Goal Three: By August 2009 Chico High School will improve offerings to non-college bound students.

Goal Four: By August 2009 Chico High School will evaluate and sustain SLC structures and strategies as appropriate for and needed by students.

Improvement Strategies:

1. Investigate options to free up the master schedule, allowing students to fit more classes into an academic schedule.
2. Increase the numbers of electives, both career/technical and academic, offered to students.
3. Better meet the needs of those students intending to enter into technical training programs or workforce directly from high school.
4. Continue existing efforts to make CHS a welcoming place for all students and expand on those efforts in response to student need.

IV. We will continue to improve the literacy skills of all students on campus.

Goal One: By June 2009 Chico High School will gain a 3% increase in the number of students overall and in subgroups at or above the proficient level in reading on the Calif. Standards Test.

Improvement Strategy

1. Refine and expand our existing literacy programs for those students who read below the proficient level on the California Standards Test.
2. Improve the knowledge and skills of teachers in all disciplines regarding the teaching of reading, so that we may refine and expand effective reading instruction across campus.
3. Ensure the resources to sustain our current literacy campaign after the 2004-05 year (when SLC funding for literacy coordinator ends).

Component 2:

I. We will continue to improve the working relationship between the Chico Police Department, the Butte County Probation Department, the District Office and Chico High School in order to provide a safe effective response to emergency situations.

Goal One: By June 2009 Chico High School will increase faculty, staff, and student awareness of code red procedures.

Goal Two: By June 2009 emergency response protocol will be documented and communicated to staff.

Improvement Strategies:

1. We will conduct three emergency Code Red Drills utilizing the combined efforts of the Emergency Response team in the district.
2. We will conduct an emergency response simulation with the Chico High School clerical staff, campus supervisors, maintenance workers, SRO, Probation, and school and district administrators.
3. Chico High School administration will attend Probation Department's monthly SHO meetings.

II: We will continue to work towards a drug free campus.

Goal One: by June 2009 Chico High School will reduce the use of drugs on campus.

Goal Two: Increase the presence of the Drug prevention program on campus.

Improvement Strategies:

1. We will continue to be a visual presence on campus by contacting students out of class.
2. We will continue to canvas the neighboring areas surrounding the campus.
3. We will continue to promote the interaction between our PE and Health classes and the Drug prevention program.

4. We will conduct classroom visits by administration to communicate school policy and consequences to drug use on campus.

III: We will continue to develop relationships with students, parents, and community agencies to reduce the presence of gang activity on campus.

Goal One: By June 2009, the number of gang related disciplinary referrals will be reduced

Goal Two: By June 2009, the visual presence of Red and Blue Gang attire will be reduced.

Improvement Strategies:

1. School advisories will be established to provide underrepresented groups access to the school structure.
2. Gang letters will be sent out to those students who display, associate with, and represent the gang lifestyle.
3. Cultural diversity will be represented and celebrated through school-supported activities (multicultural rally, lunch time club activities, and athletic events).
4. Continued efforts by administration, campus supervisors, and faculty to reach out and develop positive relationships with all the students.

Standardized Emergency Management System

Disaster Procedures: Routine and Emergency

A contingency plan for emergencies are contained in a handbook given to each staff member and is attached as "Administrative Procedure" #5460.1 through 5470.1. The administrator at the beginning of each school year reviews this handbook. This plan also contains available District and outside agency resources for routine and emergency disaster procedures.

CRISIS RESPONSE TEAM 2007/2008

In the event of an emergency situation, the Crisis Response Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:

- 1) Secure the area,
- 2) Check for damage,
- 3) Assess injury situations, and
- 4) Report findings to the superintendent.

Chico High School 2007/2008

Suspensions:

167 Suspensions
544 Total Days of Suspension

Expulsions:

27 Expulsions

COMPREHENSIVE SCHOOL SAFETY PLAN

Chico Unified School District

Pleasant Valley High School

Safe School Committee Members:

Barbara Bertapelle	certificated
Linda Elliott	certificated
Jerry Joiner	certificated
Karen Olberg	head counselor
Linda Beadle	classified
Diana Theobald	classified
Sue Matheson	parent
Michelle McGivern	parent
Paula O'Laughlin	parent
Karen Wagner	parent
Gordon White	parent
Steve Connolly	Principal
John Shepherd	Assistant Principal
Renee Spaggiari	Assistant Principal
Damon Whittaker	Assistant Principal
Katie O'Sullivan	student
Ariana Roman	student
Kelsey Wilman	student

Pleasant Valley High School
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530-891-3050
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MISSION STATEMENT

It is the mission of Pleasant Valley High School to implement its vision. Available resources will be used to provide programs and material that encourage safe, nurturing behavior while intervening in unsafe situations.

PVHS will discourage student behavior aimed at harming either physically or mentally other students who attend this school. We will monitor activities of students and crowds to ensure the rights of students are protected.

PVHS will support education, deterrent, and detections systems that will deduce and/or eliminate the presence of drugs, alcohol, or weapons on campus. Discipline expectations will be clearly communicated to students, parents, and staff. Consequences for violations will be fair and consistently applied to all situations. Detection devices such as Alcohol breathalyzers and detection canines will be used as necessary according to limitations of the law and Board Policies.

VISION STATEMENT

Pleasant Valley High School will provide a safe, nurturing, and positive learning environment that supports the vision of the Chico Unified School District. We will emphasize that graduates be critical, reflective thinkers, and problem solvers who are effective communicators, effective users of technology, and contributing members of our society. We will set high standards in every class, support societal and community standards for appropriate behavior, increase attendance, and require personal accountability. We will actively involve students, parents, staff, and community in school processes. We will promote the creation of innovative programs, support extracurricular activities, and prepare students for the choices they will make after graduation.

1. Pleasant Valley High School will provide a safe, orderly, and secure environment conducive to learning.
2. Pleasant Valley High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Pleasant Valley High School will work collaboratively with the District Office and governing board to identify, establish and use strategies and programs to comply with school safety laws.
4. Pleasant Valley High School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Pleasant Valley High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Pleasant Valley High School will work collaboratively with middle schools to assist in a smooth transition from one school level to another.
7. Pleasant Valley High School will solicit the participation, views, and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff and community.

SCHOOL PROFILE

Pleasant Valley High School is one of 22 campuses in Chico Unified School District (CUSD) with traditions dating back to the 1960's. Pleasant Valley High School has an ethnically diverse pupil population and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school. Pleasant Valley High School faces challenges in maintaining a safe school. This Comprehensive School Safety Plan describes existing programs as well as planned strategies and programs adopted by our School Site Council for continued improvement in providing a safe, orderly school environment conducive to learning.

We have been designated as one of the highest state Academic Performance Index scores of any high school in Butte County in 2006. We have met or exceeded federal accountability criteria (Adequate Yearly Progress) in all areas. We have received state grants for planning enrichments to the Art Program and the Fine Art Program. We have received the highest commendation from the Western Association of Schools and Colleges (WASC). We have received Smaller Learning Communities grants.

Personal Characteristics of Pupil & Staff

Pleasant Valley High School has an enrollment of 2050+ pupils in Grades 9-12 and adult severely handicapped program. Students from this school come from families with low family mobility. Approximately 25.4% of the students at Pleasant Valley High School are eligible for free and reduced meals. The ethnic makeup of the student population is: 74.3% White, 3.2% Black, 13.3% Hispanic, 6% Asian, .6% Pacific Islander, 1.4% American Indian/Alaskan and .4% Filipino. Our students have a variety of life experiences. Some have moved here from other states while many were born in Chico and have never left their neighborhood.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes such as music, art, drama, culinary arts, business, technology and industrial technology.

Students have the opportunity to participate in noon and after-school activities. These include noon-time intramurals, student clubs, and after-school tutoring, and athletics.

Staff provide opportunities and additional activities open to pupils in the areas of spelling bees, debates, mock trial, poster contests, writing/poetry contests, participation in community events, AcaDeca and Upward Bound.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

Pleasant Valley High School is a grade nine through grade twelve school located in the northeast area of Chico, California. The immediate area around the school includes single family dwellings, commercial buildings, other schools, religious facilities and unimproved property. Present safety hazards include heavy traffic areas and the Lindo Channel. The school facilities are not large enough to provide the entire student population with lunch service so Pleasant Valley has an open campus policy at lunch. This also increases the safety hazards for students and staff.

According to the 2006 census, the city of Chico had a population of approximately 79,000. (<http://www.census.gov>). Chico has approximately 32,864 households, with an average income of \$21,800 per year as of 2004. Our unemployment rate is 5.9% in 2006.

Pleasant Valley High School is part of the Chico Unified School District, which currently serves 12,834 students in 22 schools: 12 elementary (K-6), 1 K-8, 3 junior high (7-8), 2 senior high (9-12), 1 special services (K-12), and 3 alternative (7-12). Five years ago, 13,915 students were served by the district. During the 2004-05 school year, 13,497 students were served by the district.

Description of School Ground

The school site consists of several large building complexes which contain classrooms, restrooms, cafeteria, gymnasiums, administration offices and the library. We currently have 29 portable/re-locatable classrooms. Our school grounds also consist of outdoor basketball courts, tennis courts, football field, and soccer/baseball fields. There are two parking lots located at the front of the school. One is used for the student parking and one for the staff parking. Additional staff parking is along the side of the school campus on Marigold Avenue and in a parking lot located behind the portables. Included in this Safe School Plan is a school map.

Supervision is provided by all staff members and administrators during the regular school day. Pleasant Valley also has 2 full time and 2 part time campus supervisors. Identified problem areas receive increased supervision to reduce discipline, crime and other school safety concerns.

Problems of the school are addressed immediately and taken care of in the most timely manner possible.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently modernized with the construction of the new English building. A few years previous to that Pleasant Valley remodeled their administration building and constructed a new Science building and library. Administration, with the help of maintenance and grounds keeping staff examine the school's physical facilities regularly and help eliminate obstacles to school safety. A video monitoring system was installed to provide extra help with the safety issues of the school and records 24 hours a day. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers.

Internal Security Procedures

Internal security at Pleasant Valley High School is effective. Pleasant Valley High School has established procedures in the following areas: California Safe School Assessment reporting procedures, suspension and expulsion procedures and coordination of campus supervising. Pleasant Valley has an assigned School Resource Officer from the Chico Police Department and an assigned Probation Officer. They work with the school very effectively to create a team effort in helping with the safety and security of all students and staff on campus.

Keeping reportable crimes at a minimum required constant vigilance. The following strategies will be utilized in achieving this goal: Identify areas of high crime activity, restrict pupil access to high crime activity areas, provide effective school supervision, identify and provide preventive programs and activities as appropriate.

Pleasant Valley High School clearly defines the District's sexual harassment policy in the Guide To School Discipline handbook and the Parents Rights and Responsibilities handbook which are provided to every student at the beginning of each school year. Pupil conduct standards and consequences for Pleasant Valley High School are specifically described in the Guide To School Discipline handbook including: (a) the school discipline rules and procedures, (b) the school-wide dress code and (c) District Board Policy and Administrative Regulations regarding suspension and expulsions. 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.

Pleasant Valley High School has maps of the school grounds clearly posted in every building and classroom with the safe entrances and exits for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus are required to register immediately upon entering the school grounds when school is in session with the school receptionist/secretary in the main office building.

Pleasant Valley also has 2 full time campus supervisors and 2 part time campus supervisors to help ensure the safety of all students and staff.

Discipline procedures focus on finding the causes of problems and working with all concerned to reach proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers use a visible discipline system in each classroom 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.

It is also the practice of Pleasant Valley High School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

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

Additional internal security procedures affecting the integrity of the school facility include the Certified Security video camera system which operates 24 hours, school wide intercom system and our campus supervisors, Student Service secretaries, receptionist, health aide and administrators are supplied with radios for immediate and constant communications.

Engraved identification and Security Storage

Most school-site equipment has a code etched on its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

The School's Social Environment

Leadership at Pleasant Valley High School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Pleasant Valley High School towards excellence in the areas of academic and social behavior. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures: Routine and Emergency

A contingency plan for emergencies is contained in a handbook given to each staff member. This handbook is reviewed by the administration at the beginning of each school year. This plan also contains available District and outside agency resources for routine and emergency disaster procedures.

Classroom Organization and Structure

Pleasant Valley High School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including using projects, presentations, hands-on activities, journals, creative writing, art, displays, etc.

The pupils at Pleasant Valley High School benefit from teachers who are energetic and enthusiastic about teaching. The staff at Pleasant Valley High School is highly qualified, with many teachers holding advanced degrees. All staff members are united in their desire to provide quality education for all pupils. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning and promote positive interactions among pupils and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Pleasant Valley High School. Cooperation and support between teachers and the administration is evident.

Efforts are made by the administration and staff to show concern for all pupils. All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the counselors or administration or other personnel.

The academic expectations of the staff are high. Parents and pupils feel that these expectations are clear and age-appropriate for all pupils. The academic and behavioral efforts of pupils are recognized and rewarded. Cultural diversity is celebrated throughout the year by Black History Month, Cinco de Mayo, as well as through cultural assemblies and rallies.

Component I. People and Programs:

School personnel, students and parents are always studying ways to improve the school program. Our goal is to serve all students in ways that meet their academic, career, personal and social needs. A core academic program is required of all students and a wide variety of elective courses in the areas of fine arts, industrial technology and physical education are offered. There is a cooperative arrangement between Pleasant Valley High School and the local colleges that allows our students to enroll concurrently in college classes.

PV is one of only 75 schools in California with an International Baccalaureate program for students who want the most rigorous academic course of study. In addition, we offer integrated courses in business, English and World History along with other Car Perkins funded school-to-career pathways. We have tech-prep classes, 2+2 programs, and Advanced Placement courses that prepare students to take a test for college credit. We strive to serve each student and provide a variety of programs to meet the needs of students at this school. Each student must acquire a core education of basic skills while in high school. We expect all students to achieve the high standards set for them. Our School Site Council serves as the School Safety Team. It meets monthly to monitor campus safety and to develop plans to resolve potentially unsafe situations.

Action Plan:

1. School Safety Team continues to meet monthly. Timeline: On-going Classroom environments enhance learning and positive interaction between student and staff. Classrooms are orderly. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room. Resources are available from nurses, counselors, psychologists, librarian, tutors, law enforcement, and community agencies to support students, parents and staff. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision-making, career decisions, goal-setting, effective communication, effective relationships and resolving conflicts without violence.

Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Parents are involved in decision-making and policy formation. The home-school relationship is positive. The recent WASC visit has confirmed that there is a strong sense of personal and professional support amongst all staff members.

Community support agencies such as mental health, child protective services and juvenile probation participate actively in school matters. Police and fire representatives participate

in safety reviews of the campus make presentations to students and staff and assist staff in responding more effectively to school security and safety classes. There is a School Resource Officer on campus that works cooperatively with the three assistant principals to maintain a safe climate. There is still a need to apply pressure to reduce the number of drug related offenses on campus.

Action Plan:

1. Continue activities that support a sense of community. Timeline: On-going
2. Use campus supervisors to maintain supervision on campus. On-going
3. Revise Standard Emergency Management System responsibilities. 2003-04

Behavioral Expectations:

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. Students and staff accept ownership for what happens at school. Expectations are clearly stated and known to everyone. Rules are realistic, practical, fair and consistently enforced. The entire school community participates in developing behavioral expectations. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone. Learning and productivity are valued and success is encouraged of everyone.

Discipline and consequences:

Staff members respond fairly and consistently to violations including disciplinary issues. Consequences for violating behavioral and academic expectations are fair, known to, and understood by students, staff, and parents. Administration conduct beginning of the year learning experiences for all 9th grade students to indoctrinate them in site expectations. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations and focus on the cause of the problems, not the symptoms. Discipline is a developmental process, not merely a punitive reaction.

Counselors use a strong peer mediation program to mitigate disputes between students.

Support and Recognition:

Chico Rotary sponsors the ABC program that recognizes achievement of students in class. There are two programs presented each year where students receive sweatshirts and certificates as appropriate. In addition, the PTSA sponsors the Academic Letter and Star program that rewards continued academic success demonstrated by students.

Action Plan:

1. The Safety Team will meet monthly to address safety issues. Timeline: Ongoing
2. The ABC program and Academic Letter program will continue to recognize students twice a year. Timeline: On-going
3. Counselors will provide mediation training to appropriate staff. Timeline: Ongoing

Component II. The School's Physical Environment

Pleasant Valley High School has facilities to accommodate the divergent needs of our students. In addition to classroom space, we are fortunate to have modern library, science, and English buildings that were constructed within the last 10 years. There is a need for a Performing Arts Center to allow for growth of our music and drama programs. A Performing Arts Facility is slated to be constructed in the near future. There are 32 cameras on campus that record 24 hours a day. These have helped resolve problems before they occurred and to create a visual record of some instances. 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.

Action Plan:

1. The number of cameras will be increased. Timeline: On-going
2. Continue to evaluate pedestrian hazards and safety issues. Timeline: On-going
3. Purchase safety equipment needed to maintain an adequate level of school safety. Timeline: On-going
4. Repair, replace and maintain school safety equipment. Timeline: On-going

Internal Security Procedures:

School buildings and classrooms are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Some maintenance items need to be completed by the district to keep the school from decay. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting manner. Decorations follow the Chico City Fire Marshal's guidelines. Computer classrooms have security systems that are monitored by Honeywell systems.

Disaster Preparedness:

Earthquake, fire and code red drills are conducted as required. Staff members participate in on-going training in disaster preparedness. Simulations are conducted yearly to prepare staff for crisis management.

Action Plan:

1. Continue to update staff training in disaster preparedness. Timeline: On-going
2. Conduct a minimum of two (2) Code Red Drills per school year. Timeline: On-going

EMERGENCY ACTION PLAN

PLEASANT VALLEY HIGH SCHOOL

First Priority: Preserve lives; prevent injuries.

The following are guidelines; Use common sense, adapt as necessary to maximize safety. Remember Students will model their emotional reactions after yours. STAY CALM.

Teachers: Keep Class Roll Book at all times to take attendance.

In an immediate emergency:

Police, Fire, Paramedic, Toxic Spill **9—9—911**

Campus Phone Numbers

MEDICAL Emergency

116 Jan Hays/Ann Scott, Health Office

109 Emergency Line

110 Michelle Montague, Student Services/John Shepherd

111 Linda Beadle, Student Services/Renee Spaggiari

114 Cindy Engberg, Student Services/Damon Whittaker

102 Gloria Harris, Principal's Office

NON-MEDICAL Emergency

109 Emergency Line

110/111/114 Michelle Montague/ Linda Beadle/ Cindy Engberg, Student Services

101 Tern Milton, Reception, Front Office

102 Gloria Harris, Principal's Office

Site Response Team
2008-09

Incident Command Post (Police, Fire & CUSD District Rep.)
STEVE CONNOLLY, Principal

The administrator-in-charge serves as a resource to the
District Office ICP Representative

Public Information: A site rep. is assigned to work with the District Information
Officer.

JOHN SHEPHERD, Assistant Principal

Evacuation: Principal, other site administrators and support staff responsible for
the evacuation of the site:

Steve Connolly, Principal

Damon Whittaker, Assistant Principal

John Shepherd, Assistant Principal

Renee Spaggiari, Assistant Principal

Operations (Staging Area):
Inner perimeter: Has knowledge of school buildings.
John Shepherd, Assistant Principal

Outer perimeter: Has knowledge of school grounds.
Renee Spaggiari, Assistant Principal

Relocation/Reunification:

Stationed at the Relocation Center. Helps Red Cross with reunification of families.
KAREN OLBERG
JAN HAYES
AMANDA ELLIS

Records	communication
Student Records, Class Lists, Emergency Cards, etc.	Communication within site

LINDA BEADLE	RENEE SPAGGIARI DAVID CERRATO
Key Site Staff Principal Resource Teachers Assistant Principals Classroom Teachers Counselors Campus Supervisors Nurse & Health Aide Office Staff School Resource Officer Team (CPD & Probation) Custodian(s) Maintenance	

OFF-SITE RELOCATION CENTER:

Elks Lodge (Manzanita Place) 343-1431

LDS (Mormon Church) 345-8449, 895-1973

PV Staff member with keys: Diana Elton, room C-2, (144) or home 894-1341
Robert Paulson – 343-9449
Brad Ogden – 891-8609 (home), 343-2921 (work)
Val Montague – 343-9614 (home)

Emergency/Crisis Action Plan:

The Safe School Committee team will meet on a monthly basis: On-going

Emergency/Crisis Procedures

1. Crisis Team Members: During a school emergency or crisis the following members will immediately be notified of the situation and meet as a Crisis Team if time allows developing an appropriate response:

Steve Connolly	Principal
Renee Spaggiari	Assistant Principal
Gloria Harris	Office Manager
Jennifer Bevers	Registrar
Linda Beadle	Attendance
Karen Olberg	Counselor
Amanda Ellis	Counselor
Karl Tippetts	Senior Custodian
Don Finkbiner	School Resource Officer

Safety /Crisis Team Roles

The following staff members have been assigned to Safety/ Crisis Team and are responsible for the roles shown below.

	<u>Primary</u>	<u>Backup</u>
1. Incident Commander	Steve Connolly	John Shepherd
2. Operations	Renee Spaggiari	Randy Gilzean
3. Logistics	Damon Whittaker	Eric Nilsson
4. Plan & Intel:	John Shepherd	Damon Whittaker
5. Finance/Adm:	Gloria Harris	Terri Milton
6. Public Info:	Lance Brogden	Karen Olberg
7. Liaison	Amanda Ellis	Sue Mieske
8. Inc Log/ Scribe	Linda Beadle	Cindy Engberg

Team Roles

	<u>Primary</u>	<u>Backup</u>
1. Team Leadership	Steve Connolly	Renee Spaggiari
2. Emer. Communication	Gloria Harris	Linda Beadle/Cindy Engberg
911/ District Office	Gloria Harris	Linda Beadle/Cindy Engberg
Schools-Warning Bell	Gloria Harris	Linda Beadle/Cindy Engberg
Disable/Reset Bells	Gloria Harris	Linda Beadle/Cindy Engberg
3. Staff/Parent Information	Steve Connolly	Renee Spaggiari
4. Classroom Roll Calls	Linda Beadle	Cindy Engberg
5. Release/ Security	Steve Connolly	Renee Spaggiari
6. Student Records	Linda Beadle	Cindy Engberg
7. Media/District Information	John Shepherd	Renee Spaggiari
8. First-Aid/Medical Supplies	Jan Hays	Ann Scott

* Crisis Team Members, not assigned above, will be assigned to the office where they will be directed to help supervise children or help in other ways.

Crisis Team Command Center

1. The main office will serve as the “**command center**” in the event of a school emergency or crisis.
2. If a backup site is needed, The “**Admin Conference Room**” or “**S building Storage Room**” will be used.

Crisis Procedures and Guidelines to Follow

1. The following initial security procedures will be followed when appropriate as determined by the Crisis Team.

The principal will call the Crisis Team members to notify them of a crisis. If necessary, the Office manager will call 911 and the district office (891-3000) to notify and seek assistance. The Principal or designee will immediately assess the problem, make sure students are safe, and then return to the command center to formulate a response plan.

2. If students are having lunch, or on break and need to be called into their rooms, and an administrator will get on the loud speaker and signal an alarm. Repeat the following 3 times. This is a **Code Red lock Down**, go to your nearest classroom.

3. Upon hearing the alarm, students and teachers will immediately report to the door of the nearest classroom, if not their own. If safe, office aides and paraprofessionals will report to the office: All students will lead in, and once the door is closed, it will not be opened until the crisis is over. No one will be allowed to leave the classroom building until the crisis is over.

The Crisis Team will come develop a response plan- The first Crisis Team member to reach the office will be stationed at the Principal's office rear door to let in the other Crisis Team members, If safe the remaining Crisis Team members will meet at the command center, monitor in-coming phone calls, as needed, open the crisis binder and begin formulating a plan while the principal is outside.

5. If necessary, safe and feasible, the administrators, campus supervisors and custodian will secure the campus by locking all buildings.

6. Teachers will immediately turn out the lights, stop teaching, have students lay under their desks, tell students to remain silent, take roll (using the class roster) to determine if all their enrolled students are in the class, if extra students (from another class) are present, to provide information regarding the possible location of missing students. Wait for announcement from Principal. It will come via e-mail. Students will be directed to remain in a locked classroom. If there is a **Full Lockdown** all participants will assume the “**duck and cover**”

positions.” Doors are to remain locked until notified directly from administrator and students are to remain silent.

7. In the event of fire, earthquake, evacuation, and evacuation drills, each teacher will have an Emergency Response chart in their room next to the door that contains directs with emergencies.

8. In the event of a lockdown, as soon as feasible, the Classroom Roll Call Team will begin calling each classroom to determine if all students and adults are accounted for.

9. In the event of a power failure where phone use is not available, designated room runners will be assigned to communicate between the office and the classrooms, to take student attendance, and relay needed information, if safe, as requested by the principal.

10. The custodial and campus supervisor staff will immediately report to each student restroom, check for students, and then lock those doors. Next, custodians will report to the office and make sure that all school bells have been disabled. They will then report to the Principal and will be available to shut off utilities, close gates, and/or take care of other facility needs.

11. At the conclusion of the crisis situation, the administrator will announce when it is safe to leave the classroom/ buildings/ or an announcement will be made on the intercom system. At this time all students who are not in their proper class will be walked to their classroom to await release to parents, or resume instruction.

12. The Crisis team will document unusual circumstances as soon as possible. The copies and case numbers of police reports will be requested by the Principal/or Crisis Team.

13. An emergency response pack will be maintained that contains the following articles: megaphone, battery operated radio, flashlight, name cards for each teacher, current copy of student directory by teacher, clipboards, pens, pencils, notepads. copy of Emergency/Crisis Plan, list of district phone numbers, roll of emergency yellow tape, masking tape, and other emergency supplies. The Principal's Secretary will take this pack to the evacuation, site.

14. In the event of an evacuation the nurse/ counselor will take the First Aid Kit to the evacuation site.

Supervision of Students

The following procedures will be followed to assure adequate student supervision during the time of crisis or emergency:

Classroom Procedures

1. The teacher will close and lock the door. This is to prevent intruders from coming into the classroom.
2. The teacher will make sure all students are inside before locking down the classroom. If someone outside the door asks to be let in, direct the person to the Principal's office door. The Principal will search for students left outside.
3. Students will not be allowed to leave the classroom until the ALL CLEAR bell is sounded over the loud speaker. DO NOT LET STUDENTS OUT OF THE ROOM until you are given instructions to do so.
4. Under NO circumstances are teachers to leave the school after a crisis situation or earthquake without the permission of the Principal, and without checking out of the school office. By law, all public employees are considered to be disaster service workers (Coy. Code, CA Sect. 3100).

Classroom in Session — Teacher — Full Lockdown

- Direct the students to lie flat on the floor face down, head covered by their hands until directed to have students return to their seats.
- Close and lock the door.
- Turn off lights and close blinds.
- Keep students calm and quiet.
- Take roll, making note of students who missing or injured students.
- Use of a telephone should be kept to a minimum. Use only when reporting an emergency; giving first hand information of an emergency.
- Be prepared to report when/if the office calls or e-mails.
- DO NOT LEAVE THE CLASSROOM TO FIND MISSING STUDENTS.

During Lunch -Yard Duty

The campus supervisors and administration are primarily responsible for the students during lunch. It is up to them to clear the campus in a quick and orderly way. They should:

- Direct students to go back to their classrooms, or the nearest safe classroom, or away from danger, quickly, orderly, and quietly.
- Staff member nearest the classrooms should take a position near the rooms and repeat the directions for students.
- Staff member furthest from the rooms should stay behind students moving toward/away from the school buildings to ensure all students understand the directions and comply.
- Once all students are in a room or safe area, they should be directed to lie flat on the floor face down, head covered by their hands. Students are to remain silent.
- The campus supervisors and administration should be the last personnel into the offices/rooms. They are responsible for locking doors, closing the shades and turning off lights.
- All teachers, staff and administrators, once inside, should position

themselves, whenever possible, at the door. They should remain vigilant for students still outside and direct them to the nearest open classroom, office, or safe area.

Parent Communication

- A. The following procedures for notifying parents will be used when appropriate to communicate crisis or emergency information:
1. Every attempt will be made to send notes home immediately, if feasible.
 2. Notes to parents will include the following information:
 - a.) What happened b.) What we know so far
 - c.) How we plan to keep parents informed d.) What response was made
 3. The administrator/designee will be responsible for notifying parents
 4. If needed, parents may be directed to a designated safe area.
 5. If appropriate, when a warning note is sent to teachers, a smaller note will be sent to parents. This note will include the following phrase "We will let you know if further information becomes available as well as suggestions on how to deal with the situation at home (to avoid alarming students unnecessarily)."
- B. The above procedures, if applicable, would be followed for the following situations:
1. Abduction/kidnap threat or incident
 2. Weapons on or near campus
 3. Any potential for psychological or emotional crisis (death, suicide, etc.)
 4. Earthquake or fire
 5. Any life threatening situation
 6. Health related problems (poisoning, etc.)
 7. Bus problems (delays, accidents, etc.)

Release of Students

- A. The school's number one priority is to:
1. KEEP ALL STUDENTS WITH THEIR TEACHER
 2. TO AVOID PARENTS TAKING STUDENTS WITHOUT PERMISSION, STUDENTS ARE ONLY TO BE RELEASED TO AN INDIVIDUAL LISTED ON THE STUDENT'S **EMERGENCY CARD.**

It is each teacher's responsibility to account/ for all students in their class. This is accomplished by having the adult who picks up the student sign their name on the teacher's student attendance printout.

If necessary, the following procedures will be followed in order to release students to parents after a crisis situation:

- Students will be released one classroom at a time.
- When notified, the teacher will bring all students to the gym, which will serve as a staging area for the release of students. Adequate supervision and extra help provided to keep students from running to meet their parents.
- From the gym, groups of students will be sent to the office to meet with parents. Their order will be determined by their order on the master class list, or by individual need.
- Arrangements will be made through our Central Office to provide transportation home, if warranted and if feasible.
- If no parent is available to pick up their child(ren), the student(s) will be returned to a classroom, and supervised by the classroom teacher until a parent or older sibling can be reached.
- The Attendance Clerk, with the assistance of the staff member identified as responsible for the release of students will use a master Student directory — by teacher printout to record the name of the adult to whom each student is released. **This adult must be listed on the student's emergency card.** Every child released must be accounted for using this process!

Canceling Events

- A. The following procedures will be followed:
 1. If possible, parents will be notified prior to the scheduled time for the event.
 2. Phone calls home, written notices, and butcher paper signs placed in front of the school are methods that maybe used to properly notify parents of canceled events.
 3. Adequate supervision will be provided to assure safe crossing of streets.
 4. If possible, transportation will be provided to students in the event that parent s cannot be reached by phone.
- B. Events would be canceled for the following situations:
 1. Abductions/kidnap threat or incident
 2. Weapons on or near campus
 - a. Any potential for psychological or emotional crisis (death, suicide,etc.)
 3. Earthquake or fire
 4. Any life threatening situation
 5. Health related problems (poisoning. etc.)
 6. Bus problems (delays, accidents, etc.)
 7. Lack of adequate supervision

Safety Crisis Drills

At least twice per year Safety/Crisis drills will be held to practice these procedures. Drills will be held at different times of the day to simulate different situations (all students outside, some students inside, no students outside).

School Evacuation Primary Route

The regular fire drill bell system will signal this evacuation. The Primary Evacuation route will be to the sides of the school, with the students on the east wings lining up on the east side parking lot. The students on the west wings will line up on the west playfield. Students in P.E. will line up on the west basketball courts. The teachers will take roll, and notify attendance if any students are missing or extra.

After the crisis has ended, the students will return to this classroom. Roll will be taken and will wait for instructions to release students.

The school's number one priority is to keep the students with their teacher to avoid parents taking their child without permission. Students will only be released to an individual who is listed on the student's emergency card. It will be each teacher's responsibility to account for all students in their class. This will be accomplished by having the adult who picks up the student sign their name on the class roll sheet.

Secondary Routes Front of School

The regular fire drill bell system will signal this evacuation, if it is unsafe to evacuate at the east or west of the school, an alternate evacuation route to the front/back of the school will be used, with the students to line up using normal fire drill lines. The teachers will take roll and notify attendance if any students are missing or extra.

After the crisis has ended, the students will return to this classroom. Roll will be taken and will wait for instructions to release students.

Evaluation of Plan

A. This plan will be evaluated on an annual basis by the Safety/Crisis Committee. In addition, after each drill, these procedures will be evaluated, and if necessary, modified.

B. If possible, this plan will be reviewed by local law enforcement agencies to evaluate our procedures from the perspective of law enforcement, end to clarify issues related to jurisdiction.

SAFETY STRATEGIES **SAMPLES**

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Pleasant Valley High School promotes educationally and psychologically healthy environments for all children and youth. Pleasant Valley High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Pleasant Valley High School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Pleasant Valley High School's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

SCHOOL SAFETY STRATEGY #1: 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. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: 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 Pleasant Valley High School have received training in conflict resolution and confrontation skills. Pleasant Valley High School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs

Assigned to Pleasant Valley High School are 1 school psychologists, 1 part-time intervention specialist (At Risk) counselor, and 5 school counselors.

Intervention Team

A team composed of counselors, administrators, a school psychologist, and support staff meet every Wednesday to identify and provide assistance to students in need of academic, health, and mental health. Students and their family are referred to the school's student study team. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

Professional Development

Pleasant Valley High 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. Pleasant Valley High School offers several recognition and award programs on a quarter and semester basis based on grades and grade improvement. Students who have recovered credit from failed classes are also recognized.

SCHOOL SAFETY STRATEGY #2: 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 provides 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.

Discipline Policy and Code

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.

Pleasant Valley High School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Pleasant Valley High School has developed plans to promote positive behaviors on the play fields, lunchroom, hallways, and assembly areas.

Bully Hotline :

At Pleasant Valley High School, signs and other information pertaining to the "The Bully Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

SCHOOL SAFETY STRATEGY #3: Pleasant Valley High School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning

The staff of Pleasant Valley High School 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.

California Safe Schools Assessment

Pleasant Valley High School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Pleasant Valley High 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.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Pleasant Valley High School. The staff at Pleasant Valley High School shall work closely with the local law enforcement/resource officer 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. Pleasant Valley High School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Pleasant Valley High School has access to Academy for Change for In School

Suspension and Fair View High School, an alternative placement program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy Learning Center/District Attorney Referral

Pleasant Valley High School recognizes the importance of punctuality and regular attendance. The staff of Pleasant Valley High School 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 Pleasant Valley High School 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.

SCHOOL SAFETY STRATEGY #4: *Plan(s) and method(s) are 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.

Pleasant Valley High 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.

SCHOOL SAFETY STRATEGY #5: *Specific employees (e.g., the campus supervisor) use unique strategies to promote school safety.*

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.

Pleasant Valley High School employs a principal, 3 assistant principals, and 4 campus supervisors whose jobs are designed increase school safety, prevent prohibited offenses, and promote positive student relationships. These personnel have 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, assistant principals, and the campus supervisors at Pleasant Valley High School 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

Pleasant Valley High School 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 Pleasant Valley High School 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.

Visitors and Disruptions to Educational Process

Pleasant Valley High School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Pleasant Valley High School 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.

Pleasant Valley High School 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.

Pleasant Valley High School 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.

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

SCHOOL SAFETY STRATEGY #6: *At Pleasant Valley High School, effective procedures will followed to maintain a safe physical plant and school site.*

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.

- Pleasant Valley High School operates a closed campus, where pupils must have permission to leave the campus during school hours.

- Pleasant Valley High School has minimized blind spots around the school facility.
- Pleasant Valley High School has installed an alarm system.
- Pleasant Valley High School has set a priority to keep buildings clean and maintained.
- Pleasant Valley High School has limited roof access by keeping dumpsters away from building walls.
- Pleasant Valley High School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Pleasant Valley High School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Pleasant Valley High School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Pleasant Valley High School has established a procedure to have the school campus fully lighted at night.
- Pleasant Valley High School keeps a complete list of staff members who have keys to buildings.
- Pleasant Valley High School 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.
- Pleasant Valley High School provides maximum supervision in heavy traffic areas.
- Pleasant Valley High School has established two-way communication between the front office and each classroom.
- Pleasant Valley High School offers school-or-community-based activities for students after school and on the weekends.
- Pleasant Valley High School has instituted after-school academic and recreational programs for students who have to stay beyond the school hours

Pleasant Valley High School 2007/2008

Suspensions:

168 Suspensions
600.5 Total Days of Suspension

Expulsions:

33 Expulsions

Fair View High School

Safe Schools Plan 2008 - 2009

Mission Statement:

Fair View High School is a safe, caring place of learning where the talents and abilities of our students are nurtured in order to develop academic and social competency. As an alternative education program, Fair View seeks to open doors and works to reconnect young people to education. It is a program that values and respects individual self-worth and encourages student achievement.

Safety Team Members:

School Principal:	Bernard Vigallon
Assistant Principal:	Dave McKay
School Counselor:	Mark Hardesty
Target Case Manager:	Marisol Morales
School Resource Officer:	Dave Richardson
Probation Officer:	Lance Lopper
School Nurse Thurs.:	Julie Parker
Teacher:	Ken Frisbee
Teacher:	Cheryl Peet
Classified Employee:	Carol Burns
Parent Representative:	Susie Patton

Component 1: People and Programs

Areas of Pride and Strength:

All students are respected at Fair View High School. Our students' varied backgrounds and individual "stories" are acknowledged and incorporated into the school curriculum and activities.

Community social services are coordinated with school services to provide a support system for students and their families. These services include, but are not limited to, child protective services, parenting classes, group, individual and family counseling, and health and welfare services.

Curriculum and special programs are designed and continually modified to address issues currently relevant to our student population. Staff members receive ongoing training to meet the academic and affective needs of our students. Training includes conflict resolution, cultural awareness, identification of socially at-risk students, drug and alcohol abuse prevention, child abuse prevention, sexual harassment and retaliation free environment, gang involvement and family structures.

Teachers at Fair View High School have chosen to work with at-risk students and are caring individuals who can respond empathetically to the needs of their students. Staff members collaborate frequently regarding student academics and personal issues; they respond in a consistent and fair manner to disciplinary issues and in setting policies and expectations for student behaviors. A team approach characterizes the problem solving and planning that occurs within the school day. Campus safety and student concerns are regular staff meeting agenda items along with academic and curricular issues.

Newly enrolled students at Fair View High School complete a 6-week orientation class to orient and connect them to all the available services and the expectations of school behaviors and safety procedures. The school provides a full breakfast and lunch program to meet nutritional needs of students. Classes that focus on substance abuse prevention and mediation or leadership skills facilitate the development of a school environment that emphasizes and promotes respect and cooperation.

Goal One: Students will improve academically to meet state standards.

Objective 1.1.1: There will be an increase in the number of students completing a program to attain their high school diploma or equivalent.

Related activities: Following the planned activities as outlined in the "Specific Actions to Improve Education Practice" included in Fair View's *Single Plan for Student Achievement*.

Resources needed: Instructional materials, instructional support staff, collaboration and planning time as outlined in the *Single Plan for Student Achievement*

Personnel: Site administration; teachers; support staff

Timeline: 2007 – Ongoing

Budget: Site budget, Title I

Evaluation: Completion of high school equivalency exams or compensatory high school graduation

Goal Two: Students will improve within social and behavioral norms.

Objective 1.2.1: There will be an increase in school attendance.

Related activities:

- A. Improved attendance accounting procedures to encourage accountability
- B. Academic and social support systems to facilitate consistent attendance
- C. Positive school climate that meets the unique needs of the student population

Resources needed:

- A. Automatic dial-up equipment; SASI connections between classrooms and school offices; computer generated truancy letters
- B. Healthy Start services; Social Services networks; Probation/truancy officers
- C. School-based activities appropriate to students' needs: remedial support; childcare; health services; counseling

Personnel: Site administration; classified staff; support staff

Timeline: 2007 – Ongoing

Budget: Safe Schools; NCLB

Evaluation: Positive attendance rate

Objective 1.2.2: There will be a decrease in suspensions and referrals for expulsion.

Related activities:

- A. Conflict resolution; peer mediation; counseling

Resources needed:	B. Intervention services: drug and alcohol abuse; child abuse; gang prevention
Personnel:	A. Counseling staff and collaborating social services
Timeline:	B. Social services networks; probation department; Healthy Start
Budget:	Site administration; support staff
Evaluation:	2007 – Ongoing
	Safe Schools, General Fund;
	Suspension/expulsion records

Goal Three: Professional development activities will support the school plan

Objective 1.3.1: Appropriate staff development opportunities will be provided.

Related activities:	Following the planned activities as outlined in Fair View's <i>Single Plan for Student Achievement</i> .
Resources needed:	Appropriate training opportunities; funding
Personnel:	Site administration, teachers, support staff, paraprofessionals
Timeline:	2007 – Ongoing
Budget:	Title I; Title II; SBCP
Evaluation:	Attendance at professional development activities and sharing of skills and information

Objective 1.3.2: Staff will participate in relevant staff development activities.

Related activities:	Following the planned activities as out lined in Fair View's <i>Single Plan for Student Achievement</i>
Resources needed:	Appropriate training opportunities; funding
Personnel:	Site administration, teachers, support staff, paraprofessionals
Timeline:	2007 – Ongoing
Budget:	Title I; Title II; SBCP
Evaluation:	Attendance at professional development activities and sharing of skills and information

Component 2: Place

3.B.2.

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Areas of Pride and Strength:

Fair View High School is the host to a grade 9-12 continuation high school. Although this creates concerns regarding the flow of students entering and exiting the campus, the access points are secure and monitored. Campus supervisors are employed to assist throughout the school day. All visitors are required to check-in at the appropriate school office and signs directing them to do so are posted visibly at each entrance to campus.

Located near a main street with heavy traffic, the school is proximal to many local businesses, single and multi-family residences. A cooperative relationship has been developed with community neighbors and there is open communication and exchange of information concerning student behavior, possible crimes, or truancy. Emergency vehicles have access to the campus via a driveway on the east side of the campus. Night illumination of the school grounds is adequate.

Any physical conditions of the grounds that could contribute to accidents or injuries are addressed with immediacy. The sidewalks and asphalt are in good condition, as are tables, benches and permanent athletic equipment. Vandalism and graffiti are repaired or repainted promptly by site or district maintenance staff. Respect for the school site is modeled and promoted by school staff and activities.

The buildings and classrooms are maintained adequately; they are clean and orderly. Emergency exit diagrams and emergency procedures are permanently posted in every room. Classroom rules and expectations are clearly posted and reviewed each session. All classrooms have intercoms and telephones for emergency communication with office personnel.

Goal One: Students will have a clean, well-maintained site.

Objective 2.1.1: Safety hazards will be consistently addressed.

Related activities: Arrange custodial schedules to provide time to address needs as they arise.
Resources needed: Adequate custodial and maintenance services
Personnel: Site custodian and district maintenance
Timeline: 2007 – Ongoing
Budget: District funding
Evaluation: Continuing maintenance of site

Objective 2.1.2: All buildings and classrooms will be adequately maintained.

Related activities: Arrange custodial schedules to provide time for cleaning and maintenance.
Resources needed: Adequate custodial services.
Personnel: Site custodian
Timeline: 2007 - Ongoing
Budget: District funding
Evaluation: Building and classroom cleanliness

Goal Two: School facilities will be safe and secure.

Objective 2.2.1: Emergency and disaster preparedness will be coordinated school-wide.

Related activities: Practice Code Red Procedures; plan and train Alternative Education Site Response Team
Resources needed: Training and review
Personnel: Site administrator, staff members
Timeline: 2007 - Ongoing
Budget: Safe Schools funding
Evaluation: Scheduled drills; formation of Alternative Education Site Response Team

Goal Three: School environment will support our school plan.

Objective 2.3.1: Policies and practices support students physically, socially, emotionally, intellectually, and psychologically.

Related activities: Develop a Student Expectations announcement/flyer and distribute it to all new students; Establish a peer mentor program through the leadership class to support new students

Resources needed: paper and duplication services; release time; student mentors

Personnel: Site administrator; teachers

Timeline: 2007 - Ongoing

Budget: SBCP

Evaluation: Completed flyer; peer mentors assigned to new students

Objective 2.3.1: School facilities allow for and support positive student behavior and interaction.

Related activities: Establish a set, supervised time for students to complete assigned school service work.

Resources needed: Program supervisor

Personnel: Site administrator

Timeline: 2007 - Ongoing

Budget: N/A

Evaluation: Implementation of supervised school service work

Fair View High School

2007/2008

Suspensions:

1 Suspension
5 Total Days of Suspension

Expulsions:

0 Expulsions

Academy for Change

Safe Schools Plan

2008-2009

Mission Statement:

Reconnecting students with their educational responsibility and future.

Safety Team Members:

School Principal:	Bernard Vigallon
School Resource Officer:	Dave Richardson, Chico Police Department
Teacher in Charge:	Rhonda Odlum
Teacher:	Matt McGuire
Teacher:	Don Williams
Teacher:	Dave Shockley
Senior Office Assistant:	Vikki Reiter
Probation Officer:	Lance Loper, Butte County Probation
Probation Officer:	Stacy Pew, Butte County Probation
School Office Manager:	Shelly Rogers
Campus Supervisor:	Cyndy Schneirsohn
Custodian:	Mark Gervais
Health Aide:	Kathy Hill
School Nurse:	Julie Parker
Parent/Guardian Representative:	Ivory Veale

Component 1: People and Programs

Academy for Change (AFC) is the community day school serving Chico Unified School District. AFC enrolls students in the following categories:

- Expulsion from another school
- Probation referral
- Student Attendance Review Board (SARB) referral
- Other special program

Staff Profile

All members of the Academy for Change certificated staff have fulfilled the requirements for a teaching credential as regulated by the California Teaching Credential Department. There are 6 certificated full-time staff members at Academy for Change.

Pride and Strengths at Academy for Change

School Climate: The faculty and staff remain the strength of the school. Their ability to work together is a testament to their recognition that we are all here to provide a positive learning experience for all our students.

Faculty innovation: Our faculty continues to be the educational leaders and innovators in Alternative Education. Through their vision, dedication, cooperation, and love for providing quality education for students, Academy for Change is able to provide education to students of differing needs, interests, goals, and backgrounds.

Student Diversity: The Academy for Change student body is a diverse community. Our students add differing languages, cultures, and beliefs to the everyday flavor of the campus. Through our advisories, systematic connections are being made and supported in order to break down the traditional barriers.

Student Advocacy: Through a strong student leadership class, our students take advantage of developing a voice on campus. Students introduce their projects and take responsibility for providing input into school policy and decision.

School Safety: There is a strong connection between the School Safety team (Campus Supervisors, School Resource Officer, Probation, and Administration) to be aware of the issues on campus, to connect with the students, and work to provide a solution prior to the problem growing out of control.

Beliefs

- We believe that all students can learn.
- We believe in the worth and the dignity of the individual student.
- We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect.
- We believe in the importance of pursuing truth and knowledge, in commitment to excellence, and in the nurturing of responsible citizenship.
- We believe that students should meet high academic standards in order to graduate from high school.
- We believe in providing a safe school environment, which encourages the freedom to teach, and the freedom to learn.
- We believe in and support diverse teaching styles within the context of common learning standards and graduation requirements.
- We believe in teacher camaraderie where there is time to talk, explore, and plan together.
- We believe in the democratic process in that we involve a wide range of participants in the decision- making process, constantly striving to achieve the mission statement and learning expectations established for our students, school, and district.

Goal One: School environment will support our school plan.

Objective 1.1: Policies and practices support students physically, socially, emotionally, intellectually, and psychologically.

Related activities:	Create a session newsletter and distribute it to all parents/guardians; establish an orientation program to support new students
Resources needed:	Paper and duplication services; release time; student mentors
Personnel:	Site administrator; teachers/counselor
Timeline:	2008 - Ongoing
Budget:	SBCP
Evaluation:	Completed newsletters; peer mentors assigned to new students

Objective 1.2: School facilities allow for and support positive student behavior and interaction.

Related activities:	Establish a set, supervised time for students to complete assigned school and community service work.
Resources needed:	Program supervisor
Personnel:	Site administrator
Timeline:	2008 - Ongoing
Budget:	N/A
Evaluation:	Implementation of supervised school service work

Component 2: Place

Areas of Pride and Strength:

Academy for Change (AFC) is a community day school located in central Chico. Established in August 2005, AFC is the community day school that serves Chico Unified School District. The neighborhood is a mixture of residential neighborhoods and businesses, including restaurants, retail businesses, and a movie theater. The campus is enclosed with cyclone fences and numerous gates which at the open and close of school day are unlocked and open.

Any physical conditions of the grounds that could contribute to accidents or injuries are addressed immediately. The asphalt is in good condition, as are tables, benches, and permanent athletic equipment. Vandalism and graffiti are repaired or repainted promptly by site or district maintenance staff. Respect for the school site is modeled and promoted by school staff and activities.

The buildings and classrooms are maintained adequately; they are clean and orderly. Emergency exit diagrams and emergency procedures are permanently posted in every room. Classroom rules and expectations are clearly posted and reviewed each session. All classrooms have telephones and two-way radios for emergency communication with office personnel.

Our current enrollment is approximately 115 students.

Goal Two: Students will have a clean, well-maintained site.

Objective 2.1: Safety hazards will be consistently addressed.

Related activities: Arrange custodial schedule to provide time to address needs as they arise.
Resources needed: Adequate custodial and maintenance services
Personnel: Site custodian and district maintenance/operations
Timeline: 2008 – Ongoing
Budget: District funding
Evaluation: Continuing maintenance of site

Objective 2.2: All buildings and classrooms will be adequately maintained.

Related activities: Arrange custodial schedule to provide time for cleaning and maintenance.
Resources needed: Adequate custodial services.
Personnel: Site custodian
Timeline: 2008 - Ongoing
Budget: District funding
Evaluation: Building and classroom cleanliness

Goal Three: School facilities will be safe and secure.

Objective 3.1: Emergency and disaster preparedness will be coordinated school-wide.

Related activities: Practice Code Red procedures; plan and train Alternative Education Site Response Team
Resources needed: Training and review
Personnel: Site administrator, staff members
Timeline: 2008 - Ongoing
Budget: Safe Schools funding
Evaluation: Scheduled drills; formation of Alternative Education Site Response Team

Academy for Change

2007/2008

Suspensions:

0 Suspensions
0 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan 2008-2009

Bidwell Junior High School
2376 North Ave, Chico, CA 95926
(530) 891-3080

Chico Unified School District

Safety Team Members:

Joanne Parsley – Principal
Bruce Besnard – Assistant Principal
Charlotte Mallory – Office Manager
Bill Battaglia – Teacher in Charge
Susie Cox – Campus Supervisor
Don Finkbiner – School Resource Officer
Sandy Miguel – Health Aide
Barbara Kittle – Counselor
Lynn Spring – PTA

MISSION STATEMENT:

Bidwell Junior High School's faculty, staff, and administration are committed to provide quality education for all students. Students are expected to act safely, be respectful, and assume responsibility for appropriate social behavior and educational progress.

We believe:

- **All students deserve a physically and emotionally safe environment.**
- **Through differentiated instruction, students will be challenged to a high level of performance academically and behaviorally.**
- **State and district standards and benchmarks will guide development of curriculum, instructional strategies, student assessment, and the instructional day schedule.**
- **Interdisciplinary and exploratory education will enrich creativity and participation to enable students to become life-long learners and value service to school and community.**
- **Students will be provided with support and assistance to meet their educational challenges, including the use of current technological practices that will prepare them for the future.**
- **Student involvement will be enriched through co-curricular and extra-curricular activities that will provide opportunities for individual growth and acceptance of others.**
- **Parent and community involvement supports student achievement.**

COMPONENT 1: People and Programs

AREAS OF PRIDE AND STRENGTH:

ETHNIC/CULTURAL DIVERSITY

The backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities.

Bilingual and English as a Second Language (ESL) programs are provided; cultural integration efforts are incorporated in orientations and guidance programs. Three ESL classes, Spanish Club, Asian Club, Leadership, Campus BECC Club, Brain Busters, Celebrations of various cultures throughout the year, and support of cultural diversity.

LIFE EXPERIENCES OF STUDENTS AND STAFF

Social service support systems are coordinated with schools to provide needed services (e.g. food, clothing, shelter, protective services, parenting classes, and support groups).

Curriculum and special programs are designed and modified to address issues relevant to student body (e.g. gangs, drugs, family structures).

A student scholarship fund administered by the counseling department provides money for field trips, school activities, and science camp.

The drug and alcohol abuse issue is addressed through Life Skills and the Health curriculum. The curriculum for seventh graders includes: life skills, physical education; Curriculum for eighth graders includes: health, family life and physical education. Bidwell Junior High School follows the child abuse policy and procedures and reviews them annually with staff.

STAFF EXPERTISE

Quality staff members representing the gender and racial or ethnic backgrounds of students and having diversified expertise are recruited to work effectively with students.

Staff receives ongoing in-service training to meet the changing needs of the student body (e.g. conflict resolution, cultural awareness, ESL, drug and alcohol abuse prevention, gang awareness, and child abuse reporting requirements).

Each Wednesday the faculty meets for collaboration by department or by team. It provides an opportunity for planning and the coordination of classroom activities and is a forum for school wide improvement. Once a month, the staff meets with colleagues from other school for planning and coordination of curriculum district wide.

PHYSICAL/HEALTH CONCERNS

Education programs are geared to specific health issues (e.g. nutrition, alcohol and other drug abuse prevention).

The school coordinates with community health services for prevention and intervention programs for students and their families.

Eighth graders receive specific instruction regarding risky health behaviors through the All Stars curriculum, a research based program, which is taught in the science classes.

The school's physical education and science departments work collaboratively to address health and fitness issues.

Teachers and staff make referrals to the school health office.

The school health office accesses community health services for students and parents in need.

The school's counseling office also refers students and parents to community resources when appropriate.

Counseling groups provide counseling to at-risk students who may be experiencing grief and loss, anger, family change, alcohol and drug abuse, or social emotional issues.

INTERNAL SECURITY PROCEDURES

Standard incident reporting procedures are used.

Valuables and equipment are inventoried properly, engraved for identification, and stored securely.

Campus security is coordinated with law enforcement. Bidwell Junior High School has a school resource officer assigned by the Chico Police Department in an effort to provide preventative and enforcement assistance.

A County Probation Officer is assigned to assist in habitual truancy and monitoring students within the legal system. Letters reminding parents and students of their responsibilities to attend school when absences reach 7, 9, and 11 days along with the appropriate attendance profile.

Administrators, teachers, campus supervisors and parent volunteers are used during school activities, such as dances and evening functions.

The community uses the school in off-hours.

The school and community cooperate in crime prevention.

LEADERSHIP

The Principal of Bidwell Junior High School provides strong leadership, establishes a positive style and tone, and sets the direction for school. Her approach to leadership has continued to involve the school community in our educational program.

The principal and administrative team seeks and wants ideas and suggestions from staff, students, parents, and community. The principal encourages participation on the part of staff, parents and students in administrative team decision making.

The principal recognizes the importance of staff attitudes toward and treatment of students and parents; the principal models and expects staff to demonstrate responsiveness, respect, consideration, and sensitivity.

The administrative team is readily available to all members of school community and is highly visible on campus and classrooms.

The administrative team is actively involved in curricular matters.

SCHOOL ORGANIZATIONAL STRUCTURE

Students, parents, and staff participate in goal setting and know how decisions are made at the school through the School Site Council.

The leadership team solicits input from students, staff and parents in developing school goals and whenever possible, students, administration and staff can make important choices.

A contingency plan identifies procedures to follow during an emergency. An emergency plan is posted in all classrooms and reviewed at the beginning of the year. Fire and earthquake drills are conducted in accordance with the prescribed intervals.

Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents, and staff.

CLASSROOM ORGANIZATION AND STRUCTURE

Classroom environments enhance learning and positive interaction among students and staff; classrooms are orderly.

All teachers address personal and social skill development, self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decisions-making, career decisions, goal-setting, effective communication, and effective relationships.

Bidwell Junior High School has a positive reward citizenship policy in place consistently applied throughout the school. The disciplinary philosophy of Bidwell Junior High School also involves addressing many of these issues.

Ability grouping and tracking are used sparingly and only for clearly defined educational objectives. Bidwell Junior High School has made a commitment to maintain homogeneous classes and does so whenever possible.

There is maximum use of instructional time; disruptions are minimized.

Students are encouraged to work together on academic tasks through cooperative learning.

PARTICIPATION AND INVOLVEMENT

Students, parents, teachers, and the community are encouraged to be involved in curriculum planning and other safe school activities. Bidwell Junior High School Site Council represents parents, staff and students in all aspects of our school.

Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety classes.

Community support agencies such as mental health, child protective services, and juvenile probation participate actively in school matters. Bidwell Junior High School shares a school resource officer with Pleasant Valley High School.

Parents are involved in decision-making and policy formation; the home-school relationship is positive. Bidwell Junior High School includes parents on the school rules committee, and the School Site Council, to name a few. In addition, Mrs. Parsley meets with the Parent Teachers Association monthly.

Students, staff, and parents have a strong sense of school community.

AFFILIATION & BONDING

Chico Unified School District has a clear policy in regards to physical and psychological attacks or harassment. According to a recent Program Quality Review survey, the majority of people (parents, staff, students) perceive Bidwell Junior High School as a safe school.

Teams, consisting of students who have common classes, are utilized to develop the school within a school concept. The four Bidwell teams have coordinated activities that follow each group from class to class to help build a feeling of community.

Students and staff feel physical and psychologically secure from physical or verbal attacks. Students sign an anti-bullying pledge at the beginning of each school year.

The dignity and heritage of each person is affirmed and respected. Bidwell students and staff are concerned about what happens to each other.

Activities that foster interest and friendship are: Club Live, Club Live / Mentoring, School dances CARD membership, Intramural activities, Spirit Rallies, and "It Make Cents" penny drive for the Salvation Army. Also, the school sponsors a community service club, Asian and Spanish clubs.

BEHAVIORAL EXPECTATIONS

The school models high moral standards and expectations: following school rules, treating others with respect, acting in a safe manner, taking responsibility for ones actions, and wearing appropriate clothing.

ACADEMIC EXPECTATIONS

Students and staff want and expect class time to be used efficiently. Each student has a clear and positive knowledge of the requirements for each of their classes.

Learning and productivity are valued and success is expected of everyone. Students who have a 3.5 GPA or better in the core curriculum, are eligible to participate in California Junior Scholarship Association which is a community service organization.

DISCIPLINE AND CONSEQUENCES

Consequences for violating behavioral and academic expectations are fair, known, and understood by students and staff.

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions.

Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement. The Bidwell administration works closely with the Chico Police Department and the Butte County Sheriff's Department. At least once a week the school's Resource Officer makes contact with the school even if his services have not been requested.

Disciplinary practices involve active participation of all staff, involve students in problem-solving situations, and focus on the cause of problems, not the symptoms.

Discipline is a developmental process, not merely a punitive reaction.

Constructive, positive behavior is given appropriate recognition.

Positive behavior is reinforced frequently and acknowledged publicly when appropriate. Special activities have been offered to all students with four or more outstanding citizenship marks.

SUPPORT AND RECOGNITION

Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

The school has adopted B.E.S.T. (Building Effective Schools Together) program. It is a method of classroom management that uses positive reinforcement to teach behavior in place of disciplinary action.

Students who are observed by teachers or staff being safe, responsible, or respectful are recognized by receiving a "Bidwell Buck." At the end of each week, 10 students are chosen by lottery to receive prizes donated by community businesses.

GOAL ONE: Utilize positive reinforcement techniques for school climate and classroom management.

Objective 1.1

Reduce the incidence of classroom disruption by students through the implementation of BEST techniques.

<u>Activities:</u>	<u>Timeline:</u>	<u>Budget:</u>
1.1.1 "Bidwell Bucks" reward for exemplary behavior	Weekly	\$600 plus local business donations
1.1.2 Train additional teachers for BEST	Ongoing	\$250

Objective 1.2

Reduce the occurrence of bullying and harassing

<u>Activities:</u>	<u>Timeline:</u>	<u>Budget:</u>
1.2.1 Bully Prevention Program	Fall 2008	\$500
1.2.2 Staff training on gang awareness	Spring 2009	\$250
1.2.3 Drug and Alcohol Awareness	Spring 2009	\$1,500

Objective 1.3

Diversity is celebrated and embraced in the classroom.

<u>Activities:</u>	<u>Timeline:</u>	<u>Budget:</u>
1.3.1 Ethnic clubs for students	Weekly	\$300
1.3.2 Student conferences promoting self-esteem and image	As Scheduled	\$500
1.3.3 Dance Team activities	As scheduled	\$800

Component 2: Place

Areas of Pride and Strength:

SCHOOL LOCATION

The school is an integral part of the community through its role in interagency efforts and community activities.

The school seeks the cooperation of nearby business to obtain information on possible student crimes and truancy. Such cooperation can discourage crime near school campuses can affect the safety on the school campus.

The school is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby commercial areas.

The school is located in a residential neighborhood. Efforts are made to seek cooperation and collaboration with neighbors for supervision of students. The school's heavy traffic areas are supervised by school administrators, teachers and paid campus supervisors.

The school is a closed campus.

SCHOOL GROUNDS

The campus perimeter is secure from criminal activity. The campus is closed to outsiders, and access signs are displayed prominently at entry points (PC § 627.2, § 627.5, and Ed. § 32211).

Administration, staff, and campus supervisors use two-way radios to maintain communication to ensure the school grounds remain safe.

Vehicles do not have easy access to school grounds.

Places for loitering are limited, bathrooms are patrolled, and appropriate lighting is installed in hallways.

Physical conditions that could lead to accidental harm (e.g. damaged fences, lights, and broken glass) are promptly corrected.

The school has adequate fencing for swimming pools, proper protection against slipping in hallways and stairwells, adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights.

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

District maintenance and operations maintains hallways and school grounds in order to meet adequate safety standards.

SCHOOL BUILDINGS/CLASSROOMS

School buildings and classrooms are vintage 1950's and some are in need of modernization and some are currently undergoing reconstruction. Currently there is a not an adequate number of electrical outlets or enough access to the data network.

The campus is free of physical hazards and is fenced to minimize criminal activities.

Alarms are in place and checked periodically for proper operation.

GOAL TWO: School physical environment is safe and conducive to learning.

Objective 2.1

Classrooms will meet the current code requirements and projected future needs.

<u>Activities:</u>	<u>Timeline:</u>	<u>Budget:</u>
2.1.1 Classrooms will be repainted, more electrical outlets added, and more access to the computer network system added.	Completed Fall 2005	\$6M local bond money plus 60% matching funds from the state.
2.1.2 100, 200, 300, 400 wing restrooms will be refurbished and updated.	Completed	See above
2.1.3 Science labs will be remodeled	Completed	See above
2.1.4 Home economics room will be refurbished	Completed	See above

Objective 2.2

The school is a safe place for students and is prepared for any emergency.

<u>Activities:</u>	<u>Timeline:</u>	<u>Budget:</u>
2.2.1 Supplemental campus supervisor hours	On-going	\$2,500
2.2.2 Communication equipment – batteries and replacement radios	As Needed	\$400
2.2.3 Cell phone expenses	On-going	\$1,500
2.2.4 Door mats for wet weather (slip prevention)	Winter 2008-9	\$1,000
2.2.6 Renovate Signaling devices	Fall 2007	\$2,000

EVALUATION:

Data will be used to determine the effectiveness of the school safety plan and are listed below:

Component 1:

1. Safety Team meeting minutes
2. Staff meeting agendas
3. Discipline records
4. Suspension records
5. API scores
6. School Accountability Report Card
7. School community input
8. Healthy Kids survey
9. Student school surveys

Component 2:

1. Safety drill log
2. Custodial inspections
3. Accident reports
4. Fire Marshal inspections

BIDWELL JUNIOR HIGH SCHOOL
SAFE SCHOOL PLAN

Approval for the Safe School Plan for 2008 – 2009

<u>Jane Landy</u> Signature	<u>9-15-08</u> Date	<u>Charlotte Mally</u> Signature	<u>9/15/08</u> Date
<u>Ann McCall</u> Signature	<u>9/15/08</u> Date	<u>Alan P. [unclear]</u> Signature	<u>9/15/08</u> Date
<u>[unclear]</u> Signature	<u>9/15/08</u> Date	<u>Beer</u> Signature	<u>15 Sep 08</u> Date
<u>[unclear]</u> Signature	<u>9/15/08</u> Date	<u>[unclear]</u> Signature	<u>9/15/08</u> Date
<u>Sandra L. Miguel</u> Signature	<u>9/15/08</u> Date	_____ Signature	_____ Date
<u>Lorie's Brime</u> Signature	<u>9/15/08</u> Date	_____ Signature	_____ Date
<u>[unclear]</u> Signature	<u>9-15-08</u> Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date

Bidwell Junior High School

2007/2008

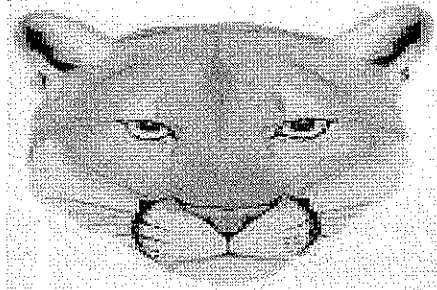
Suspensions:

39 Suspensions
101 Total Days of Suspension

Expulsions:

8 Expulsions

**Chico Junior High School
COMPREHENSIVE SCHOOL SAFETY PLAN
Chico Unified School District
2008-2009**



Safe School Committee Members:

John Bohannon, Principal
Pedro A. Caldera, Assistant Principal
Denise Hughes, Office Manager
Patty Standley, Registrar
Jan Alonzo, Attendance
Jorge Salas, Counselor
Patty Haley, Counselor
Sam Kimbler, Senior Custodian
Lori Kligerman, School Resource Officer
Lori Sullivan , Computer Tech
Kristi Stanley, Parent

**Chico Junior High School
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Chico, CA 95926
530-891-3066
www.chicousd.org**

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MISSION STATEMENT

Our Mission is to continue to provide our students with academic success via a 7-8 sequence of teaching, learning, assessment and support through quality educational programs that address diverse student needs and promote learning throughout life.

VISION STATEMENT

1. Chico Junior High School will provide a safe, orderly, and secure environment conducive to learning.
2. Chico Junior High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Chico Junior High School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Chico Junior High School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Chico Junior High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Chico Junior High School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Chico Junior High School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

SCHOOL PROFILE

Chico Junior High School was constructed in 1953 and currently has an enrollment of 705 students in grades 6, 7, and 8. There are 2 administrators and 28 teachers with a student to teacher ratio of 175:1. The district spends an average of \$3,490 per student. Chico Junior has an active PTSA, School Site Council, and parent volunteer participation. We have a strong leadership that believes in doing things that are good for kids and a general atmosphere of "we can" is prevalent.

We have been designated as one of the California Demonstration Schools in math. We boast our own student-run T.V. station and are a leader in technology in the Northern California, with 3 full classroom labs, multiple mini labs throughout our campus, and over 300 computers connected to the internet.

Chico Junior High School faces challenges in maintaining a safe school. This Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

Personal Characteristics of Pupil & Staff

Chico Junior High School has an enrollment of 639 pupils in Grade Grades 7-8. Nearly 50% of Chico Junior High School students came from socio-economically disadvantaged families, well above the district average of 37%. Low socio-economic families are defined as those who qualify for free or reduced lunch services and/or have parents that are not high school graduates.

Approximately 47 % of the pupils are in families receiving Aid to Families with Dependent Children that are eligible for free/reduce lunches. The ethnic makeup of the pupil population is 21 % Hispanic, 4 % Black, 62 % Caucasian, 10% Asian, 2% American Indian and 1% other. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

Curriculum and Educational Activities

The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. The industrial technology program, as recommended for middle schools, is a leading program in California. Students have the opportunity to be involved in the student run television station KCJ. Chico Junior also offers dual immersion science and history in the 7th and 8th grade. The campus offers a movie theater, three computer labs, and there are Smart Boards in all classrooms. Chico Junior High School has an award winning

vocal and instrumental program that consistently receives superior ratings at state music festivals.

Pupils have the opportunity to participate in noon and after-school activities. At noon students can do intramural soccer, basketball, goofball, or attend the clubs like dance, Latinas Activas, Chess, Community Service and Student Leadership. After school students can participate in club sports like, basketball, wrestling, cross country, and volleyball or they can participate in intramural swimming, indoor soccer, basketball, and dodge ball.

Staff provides opportunities and additional activities open to pupils in other areas for example: speech contests, art and drawing contests, a spelling bee, participation in community events and activities, and environmental education Programs.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

Chico Junior High School is a grade seven through grade eight school located in Chico, California. According to the 2000 census, the city of Chico had a population of approximately 67,509. (<http://www.census.gov>). Chico has approximately 23,476 households, with an average income of \$29,359 per year. Our unemployment rate is 6.4% in 2006.

Chico Junior High School is part of the Chico Unified School District, which currently serves 13,533 students in 21 schools: 11 elementary (K-6), 1 K-8, 3 junior high (7-8), 2 senior high (9-12), 1 special services (K-12), and 3 alternative (7-12). Five years ago, 13,915 students were served by the district. During the 2004-05 school year, 13,497 students were served by the district.

Description of School Ground

The school site encompasses 20 acres. The buildings have numerous corridors and face two busy city streets in the center of Chico, California. The school faces Memorial Way, on the south and the North west playfield, the West Playfield and the Gym face Oleander St. Chico Junior High School is completely open campus. The site is mainly composed of 10 buildings. These buildings house several wings that include 38 permanent classrooms the main office, the cafeteria, several restrooms, a library, and a health office. Included in this Safe School Plan is a school map.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted during the 2007 year. District personnel periodically examine the school's physical facility and help eliminate

obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

During the school day, staff members, campus supervisors and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is also the practice of Chico Junior High School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of their school. In addition, at lunch time, students are responsible for cleaning the school grounds. Students are supervised by campus supervisors, teachers and administrators.

Internal Security Procedures

Chico Junior High School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system.

Chico Junior High School crime statistics reflect a total of 4 crime incidences reported for 2006-07 school year – This information can be found on the CSSA Website link from <http://data1.cde.ca.gov/dataquest/>) crimes reported during the 2006-07 school year.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal. During the school day, staff members, campus supervisors and administrators shall provide campus supervision, specifically identified problem areas like the bike rack on the north side of the campus, the west playfield, and behind the pool to reduce discipline, crime, or other school safety concerns.

Chico Junior High 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.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. District employees, not assigned to Chico Junior High School shall wear appropriate identification badges while on campus conducting business.

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 for Chico Junior High School 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 administration of Chico Junior High School.

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. Our Law enforcement representative for the 2006-07 school year is School Resource Officer Lori Kligerman. Also, Chico Junior High 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.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar cod sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

The School's Social Environment

Leadership at Chico Junior High School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Chico Junior High School toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

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.

Classroom Organization and Structure

Chico Junior High School teachers provide varied learning environments in their classrooms. Teachers use a variety of teaching strategies including: CLAD and GLAD and using projects, presentations, hands-on activities, portfolios, journals, creative writing, art, and displays.

The teachers at Chico Junior High School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Chico Junior High School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, assistant principal, counselors, teachers or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded on a semester basis.

Emergency/ Crisis Action Plan:

The Safe School Committee team will meet on a monthly basis: On-going

Emergency/Crisis Procedures

1. Crisis Team Members: During a school emergency or crisis the following members will immediately be notified of the situation and meet as a Crisis Team if time allows developing an appropriate response:

John Bohannon	Principal
Pedro A. Caldera	Assistant Principal
Denise Hughes	Office Manager
Patty Standley	Registrar
Jan Alonzo	Attendance
Jorge Salas	Counselor
Patty Haley	Counselor
Sam Kimbler	Senior Custodian
Lori Kligerman	School Resource Officer

Safety /Crisis Team Roles

CHICO JUNIOR HIGH SCHOOL **CRISIS TEAM MEMBERS** **BASED UPON STATE INCIDENT COMMAND SYSTEM**

<u>Position</u>	<u>Primary</u>	<u>Backup</u>
Incident Commander	John Bohannon	Pedro A. Caldera
Operations	Pedro A. Caldera	John Bohannon
Logistics	Jan Alonzo	Patty Standley
Plan & Intel:	Pedro A. Caldera	John Bohannon
Finance/Adm:	Denise Hughes	Jan Alonzo
Public Info:	Patty Standley	Denise Hughes
Liaison	Patty Haley	Jorge Salas
Inc Log/ Scribe	Denise Hughes	Patty Standley

* Crisis Team Members, not assigned above, will be assigned to the office where they will be directed to help supervise children or help in other ways.

Crisis Team Command Center

1. The main office will serve as the “**command center**” in the event of a school emergency or crisis.
2. If a backup site is needed, The “**Faculty Lounge**” will be used.

Crisis Procedures and Guidelines to Follow

1. The following initial security procedures will be followed when appropriate as determined by the Crisis Team.

The principal will call the Crisis Team members to notify them of a crisis. If necessary, the **Office manager/Reporter will call 911 and the district office (891-3000)** to notify and seek assistance. The Principal or designee will immediately assess the problem, make sure students are safe, and then return to the command center to formulate a response plan.

2. If students are having lunch, or on break and need to be called into their rooms, an administrator will get on the loud speaker and signal an alarm. Repeat the following 3 times. This is a **Code Red lock Down**, go to your nearest classroom.
3. Upon hearing the alarm, students and teachers will immediately report to the door of the nearest classroom, if not their own. If safe, office aides and paraprofessionals will report to the office: All students will lead in, and once the door is closed, it will not be opened until the crisis is over. No one will be allowed to leave the classroom building until the crisis is over.
The Crisis Team will come develop a response plan- The first Crisis Team member to reach the office will be stationed at the Principal's office rear door to let in the other Crisis Team members, If safe the remaining Crisis Team members will meet at the command center, monitor in-coming phone calls, as needed, open the crisis binder and begin formulating a plan while the principal is outside.
5. If necessary, safe and feasible, the administrators and custodian will secure the campus by locking all corridors.
6. Teachers will immediately turn out the lights, stop teaching, have students lay under their desks, tell students to remain silent, take roll (using the class roster) to determine if all their enrolled students are in the class, if extra students (from another class) are present, to provide information regarding the possible location of missing students. Wait for announcement from Principal. It will come via e-mail. Students will be directed to remain in a locked classroom. If there is a **Full Lockdown** All participants will assume the “**duck and cover positions.**” Doors are to remain locked until notified directly from administrator and students are to remain silent.
7. In the event of fire, earthquake, evacuation, and evacuation drills, each

teacher will have an Emergency Response chart in their room next to the door that contains directs with emergencies.

8. In the event of a lockdown, as soon as feasible, the Classroom Roll Call Team will begin calling each classroom to determine if all students and adults are accounted for.

9. In the event of a power failure where phone use is not available, designated room runners will be assigned to communicate between the office and the classrooms, to take student attendance, and relay needed information, if safe, as requested by the principal.

10. The custodial staff will immediately report to each student restroom, check for students, and then lock those doors. Next, custodians will report to the office and make sure that all school bells have been disabled. They will then report to the Principal and will be available to shut off utilities, close gates, and/or take care of other facility needs.

11. At the conclusion of the crisis situation, the administrator will announce when it is safe to leave the classroom/ buildings/ or an announcement will be made on the intercom system. At this time all students who are not in their proper class will be walked to their classroom to await release to parents, or resume instruction.

12. The Crisis team will document unusual circumstances as soon as possible. The copies and case numbers of police reports will be requested by the Principal/or Crisis Team.

13. An emergency response pack will be maintained that contains the following articles: megaphone, battery operated radio, flashlight, name cards for each teacher, current copy of student directory by teacher, clipboards, pens, pencils, notepads. copy of Emergency/Crisis Plan, list of district phone numbers, roll of emergency yellow tape, masking tape, and other emergency supplies. The **Principal's** Secretary will take this pack to the evacuation, site.

14. In the event of an evacuation the nurse/ counselor will take the First Aid Kit to the evacuation site.

Supervision of Students

The following procedures will be followed to assure adequate student supervision during the time of crisis or emergency:

Classroom Procedures

1. The teacher will close and lock the door. This is to prevent intruders from coming into the classroom.
2. The teacher will make sure all students are inside before locking down the classroom. If someone outside the door asks to be let in, direct the person to the Principal's office door. The Principal will search for students left outside.
3. Students will not be allowed to leave the classroom until the ALL CLEAR bell is sounded over the loud speaker. DO NOT LET STUDENTS OUT OF THE ROOM until you are given instructions to do so.
4. Under NO circumstances are teachers to leave the school after a crisis situation or earthquake without the permission of the Principal, and without checking out of the school office. By law, all public employees are considered to be disaster service workers (Coy. Code, CA Sect. 3100).

Classroom in Session — Teacher — Full Lockdown

- Direct the children to lie flat on the floor face down, head covered by their hands until directed to have students return to their seats.
- Close and lock the door.
- Turn off lights and close blinds.
- Keep students calm and quiet.
- Take roll, making note of students who missing or injured students.
- Use of a telephone should be kept to a minimum. Use only when reporting an emergency; giving first hand information of an emergency.
- Be prepared to report when/if the office calls or e-mails.
- DO NOT LEAVE THE CLASSROOM TO FIND MISSING STUDENTS.

During Lunch -Yard Duty

The campus supervisors and administration are primarily responsible for the students during lunch. It is up to them to clear the campus in a quick and orderly way. They should:

- Direct students to go back to their classrooms, or the nearest safe classroom, or away from danger, quickly, orderly, and quietly.
- Staff member nearest the classrooms should take a position near the rooms and repeat the directions for students.
- Staff member furthest from the rooms should stay behind students moving toward/away from the school buildings to ensure all students understand the directions and comply.
- Once all students are in a room or safe area, they should be directed to lie flat on the floor face down, head covered by their hands. Students are to remain silent.
- The campus supervisors and administration should be the last personnel into the offices/rooms. They are responsible for locking doors, closing the shades and turning off lights.
- All teachers, staff and administrators, once inside, should position

themselves, whenever possible, at the door. They should remain vigilant for students still outside and direct them to the nearest open classroom, office, or safe area.

Parent Communication

- A. The following procedures for notifying parents will be used when appropriate to communicate crisis or emergency information:
1. Every attempt will be made to send notes home immediately, if feasible.
 2. Notes to parents will include the following information:
 - a.) What happened
 - b.) What we know so far
 - c.) How we plan to keep parents informed
 - d.) What response was made?
 3. The administrator/designee will be responsible for notifying parents
 4. If needed, parents may be directed to a designated safe area.
 5. If appropriate, when a warning note is sent to teachers, a smaller note will be sent to parents. This note will include the following phrase "We will let you know if further information becomes available as well as suggestions on how to deal with the situation at home (to avoid alarming students unnecessarily)."
- B. The above procedures, if applicable, would be followed for the following situations:
1. Abduction/kidnap threat or incident
 2. Weapons on or near campus
 3. Any potential for psychological or emotional crisis (death, suicide, etc.)
 4. Earthquake or fire
 5. Any life threatening situation
 6. Health related problems (poisoning, etc.)
 7. Bus problems (delays, accidents, etc.)

Release of Students

- A. The school's number one priority is to:
1. KEEP ALL STUDENTS WITH THEIR TEACHER
 2. TO AVOID PARENTS TAKING STUDENTS WITHOUT PERMISSION, STUDENTS ARE ONLY TO BE RELEASED TO AN INDIVIDUAL LISTED ON THE STUDENT'S **EMERGENCY CARD.**

It is each teacher's responsibility to account/ for all students in their class. This is accomplished by having the adult who picks up the student sign their name on the teacher's student attendance printout.

If necessary, the following procedures will be followed in order to release students to parents after a crisis situation:

- Students will be released one classroom at a time.
- When notified, the teacher will bring all students to the gym, which will serve as a staging area for the release of students. Adequate supervision and extra help provided to keep students from running to meet their parents.
- From the gym, groups of students will be sent to the office to meet with parents. Their order will be determined by their order on the master class list, or by individual need.
- Arrangements will be made through our Central Office to provide transportation home, if warranted and if feasible.
- If no parent is available to pick up their child(ren), the student(s) will be returned to a classroom, and supervised by the classroom teacher until a parent or older sibling can be reached.
- The Attendance Clerk, with the assistance of the staff member identified as responsible for the release of students will use a master Student directory — by teacher printout to record the name of the adult to whom each student is released. **This adult must be listed on the student's emergency card.** Every child released must be accounted for using this process!

Canceling Events

A. The following procedures will be followed:

1. If possible, parents will be notified prior to the scheduled time for the event.
2. Phone calls home, written notices, and butcher paper signs placed in front of the school are methods that maybe used to properly notify parents of canceled events.
3. Adequate supervision will be provided to assure safe crossing of streets.
4. If possible, transportation will be provided to students in the event that parent s cannot be reached by phone.

B. Events would be canceled for the following situations:

1. Abductions/kidnap threat or incident
2. Weapons on or near campus
 - a. Any potential for psychological or emotional crisis (death, suicide, etc.)
3. Earthquake or fire
4. Any life threatening situation
5. Health related problems (poisoning. etc.)
6. Bus problems (delays, accidents, etc.)
7. Lack of adequate supervision

Safety Crisis Drills

At least twice per year Safety/Crisis drills will be held to practice these procedures. Drills will be held at different times of the day to simulate different situations (all students outside, some students inside, no students outside).

Visitors/outside on Campus

- A. All visitors and outsiders will be required to register in the school office before going onto the school campus.
- B. All visitors and outsiders who have permission to be on campus not during normal arrival and dismissal periods will be required to sign in the office and wear a badge identifying them as a registered visitor or outsider.

School Evacuation Primary Route

The regular fire drill bell system will signal this evacuation. The Primary Evacuation route will be to the sides of the school, with the students on the east wings lining up on the east side parking lot. The students on the west wings will line up on the west playfield. Students in P.E. will line up on the west basketball courts. The teachers will take roll, and notify attendance if any students are missing or extra.

After the crisis has ended, the students will return to this classroom. Roll will be taken and will wait for instructions to release students.

The school's number one priority is to keep the students with their teacher to avoid parents taking their child without permission. Students will only be released to an individual who is listed on the student's emergency card. It will be each teacher's responsibility to account for all students in their class. This will be accomplished by having the adult who picks up the student sign their name on the class roll sheet.

Secondary Routes Front of School

The regular fire drill bell system will signal this evacuation, if it is unsafe to evacuate at the east or west of the school, an alternate evacuation route to the front/back of the school will be used, with the students to line up using normal fire drill lines. The teachers will take roll and notify attendance if any students are missing or extra.

After the crisis has ended, the students will return to this classroom. Roll will be taken and will wait for instructions to release students.

Evaluation of Plan

A. This plan will be evaluated on an annual basis by the Safety/Crisis Committee. In addition, after each drill, these procedures will be evaluated, and if necessary, modified.

B. If possible, this plan will be reviewed by local law enforcement agencies to evaluate our procedures from the perspective of law enforcement, and to clarify issues related to jurisdiction.

SAFETY STRATEGIES

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Chico Junior High School promotes educationally and psychologically healthy environments for all children and youth. Chico Junior High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Chico Junior High School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Chico Junior High School's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

SCHOOL SAFETY STRATEGY #1: 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. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: 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 Chico Junior High School have received training in conflict resolution and confrontation skills. Chico Junior High School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs

Assigned to Chico Junior High School is a school psychologist, a fulltime Spanish bilingual counselor, .1 school counselor, and a .4 counselor. District programs contributing to mental health goals include the All-Stars program that addresses drug, alcohol, and health issues.

Intervention Team

A team of composed of counselors, bilingual liaisons, administrators, a school psychologist, and support staff meet every Wednesday identify and provide assistance to students in need of academic, health, and mental health. Students and the family to the school's student study team. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

Professional Development

Chico Junior High 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. Chico Junior High School offers several recognition and award programs on a quarter and semester basis based on grades and grade improvement. Students who have recovered credit from failed classes are also recognized.

SCHOOL SAFETY STRATEGY #2: *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 provides 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.

Discipline Policy and Code

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.

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

Bully Hotline :

At Chico Junior High School, signs and other information pertaining to the "The Bully Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

SCHOOL SAFETY STRATEGY #3: *Chico Junior High School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.*

Crisis Intervention and Disaster Planning

The staff of Chico Junior High School 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.

California Safe Schools Assessment

Chico Junior High School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Chico Junior High 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.

Teacher Notice of Disciplinary History

Academy For Change shall provide to the administration of Chico Junior High School 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.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Chico Junior High School. The staff at Chico Junior High School shall work closely with the local law enforcement/resource officer 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. Chico Junior High School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Chico Junior has a 7th grade and 8th grade Opportunities program which support students academically as well as affectively. Chico Junior High School also has access to Academy for Change, an alternative placement program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy Learning Center/District Attorney Referral

Chico Junior High School recognizes the importance of punctuality and regular attendance. The staff of Chico Junior High School 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 Chico Junior High School 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.

SCHOOL SAFETY STRATEGY #4: *Plan(s) and method(s) are 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.

Chico Junior High 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.

SCHOOL SAFETY STRATEGY #5: *Specific employees (e.g., the campus supervisor) use unique strategies to promote school safety.*

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.

Chico Junior High School employs a principal, a vice-principal, and 5 campus supervisors whose jobs are designed 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 Chico Junior High School 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

Chico Junior High School 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 Chico Junior High School 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.

Visitors and Disruptions to Educational Process

Chico Junior High School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Chico Junior High School 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.

Chico Junior High School 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.

Chico Junior High School 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.

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

SCHOOL SAFETY STRATEGY #6: *At Chico Junior High School, effective procedures will followed to maintain a safe physical plant and school site.*

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.

- Chico Junior High School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Chico Junior High School has minimized blind spots around the school facility.
- Chico Junior High School has installed an alarm system.
- Chico Junior High School has set a priority to keep buildings clean and maintained.
- Chico Junior High School has limited roof access by keeping dumpsters away from building walls.
- Chico Junior High School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Chico Junior High School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Chico Junior High School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Chico Junior High School has established a procedure to have the school campus fully lighted at night.
- Chico Junior High School keeps a complete list of staff members who have keys to buildings.
- Chico Junior High School 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.
- Chico Junior High School provides maximum supervision in heavy traffic areas.
- Chico Junior High School has established two-way communication between the front office and each classroom.
- Chico Junior High School offers school-or-community-based activities for students after school and on the weekends.
- Chico Junior High School has instituted after-school academic and recreational programs for students who have to stay beyond the school hours.

Chico Junior High School

2007/2008

Suspensions:

155 Suspensions
403 Total Days of Suspension

Expulsions:

16 Expulsions

CHICO UNIFIED SCHOOL DISTRICT
1163 E. 7TH Street
Chico, California 95928

Marsh Junior High
COMPREHENSIVE SAFE SCHOOL PLAN
2008/2009

Prepared by Marsh Junior High School Safe School Team

Safe School Team Members:

Steve Piluso, Principal
Jay Marchant, Assistant Principal
Alana Meline, School Office Manager
Sandra Villasenor, Counselor
Darren Marshall, Teacher
Molly Openshaw, Parent
Barrie Scheid, Parent
Matt Coogan, Campus Supervisor

COMPREHENSIVE SAFE SCHOOL PLAN

Vision

Marsh Junior High School Safe School Vision

1. Marsh Junior High School will provide a safe, orderly, and secure environment conducive to learning.
2. Marsh Junior High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Marsh Junior High School will work collaboratively with the District office and Governing Board to identify, establish and use strategies and programs to comply with school safety laws.
4. Marsh Junior High School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Marsh Junior High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Marsh Junior High School will work collaboratively with other elementary, junior high schools and high schools to assist in a smooth transition from one school level to another.
7. Marsh Junior High School will solicit the participation, views and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff and community.

School Profile

Marsh Junior High School is one of 25 schools in the Chico Unified School District (CUSD). Marsh Junior High School has an ethnically diverse pupil population and is served by a dedicated staff. Both staff and parents are thrilled to be a part of the challenges and opportunities of entering our 9th year of operation. Marsh Junior High School faces the typical challenges in maintaining a safe school. This Comprehensive School Safety Plan describes existing programs as well as planned strategies and programs developed by our Safe School Team for continued improvement in providing a safe, orderly school environment conducive to learning.

Personal Characteristics of Pupil and Staff

Marsh Junior High School has an enrollment of approximately 690 pupils in grades 6-7-8. Pupils from this school come from families with "average" family mobility. Approximately 30% of the

pupils at Marsh Junior High are eligible for free or reduced meals. The ethnic makeup of the student population is 79.3% Caucasian, 13.1% Latino, 2.7% Black, 3% Asian and 1.85% Other. The Marsh Junior High School staff is comprised of: 4% Latina and 96 % Caucasian.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes such as music, choir, art, computer technology, foods and consumer education.

Pupils have the opportunity to participate in noon and after-school activities. These include: intramural games, pupil clubs, after-school tutoring and club sports programs.

Staff provides opportunities and additional activities open to pupils in the areas of: speech contests, spelling bee, young author's fair, Talent Show, participation in various community contests (posters and essays), participation in community events and activities, Environmental Education Programs, community service programs (Jesus Center, Wind Chime and other organizations), along with career day activities.

The School's Location and Physical Environment

Marsh Junior High School is located in the southeast area of Chico that has a low crime rate. The immediate area around the school includes: single family dwellings, apartments, commercial buildings, parks, another school, and unimproved property. Present safety hazards include: heavy traffic areas, lack of cross walks/sidewalks, bike lanes

Description of School Grounds

Marsh Junior High School was completed for the 1999/00 school year. It is located on approximately 20 acres of land in the southeastern portion of Chico. MJHS is comprised of an administration building, a library science building, 3 additional "wings" with 22 classrooms, 6 portable classrooms, a gym, P.E. classroom and a multipurpose room. In addition there is basketball courts and a large play field for our sport programs.

Supervision is given by all staff members and administrator(s) during the regular school day. Identified problem areas receive increased supervision to reduce discipline, crime or other school safety concerns. The goal of Marsh Junior High School is to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed and remediate.

Maintenance of School Buildings and Classrooms

The school's physical facility is well maintained and looks beautiful, neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. In addition, on a daily bases the senior custodian along with other custodial staff are on the alert for potential problems.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Additional internal security procedures affecting the integrity of the school facility include: (a) a security system operational during non-school hours and (b) classrooms equipped with intercoms and phones.

Inventory System - Engraved Identification and Security Storage

Most school-site equipment has a metal identification tag or a bar code sticker adhered to its surface. These items are inventoried annually, and there is an established accountability system. Office and classroom supplies are secured.

The School's Social Environment

Leadership at Marsh Junior High School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Marsh Junior High School towards excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures: Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. This handbook is reviewed by the administrator at the beginning of each school year. This plan also contains available District and outside agency resources for routine and emergency disaster procedures.

Classroom Organization and Structure

Marsh Junior High School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies to ensure that all students are able to be successful. The pupils at Marsh Junior High School benefit from teachers who are energetic and enthusiastic about teaching. The staff at Marsh Junior High School is highly qualified, with many teachers holding advanced degrees. All staff members are united in their desire to provide quality education for all pupils. Classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning and promote positive interactions among pupils and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Marsh Junior High School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, assistant principal, counselor or other personnel.

The academic expectations of the staff are high. Parents and pupils feel that these expectations are clear and age-appropriate for all pupils. The academic and behavioral efforts of pupils are recognized and rewarded.

Internal Security Procedures

Internal security at Marsh Junior High School is effective. Marsh Junior High School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures inventory system, coordination of campus security with law enforcement and community cooperation in crime prevention efforts. Additionally, we have a School Resource Officer (SRO) assigned to our school from Chico Police Department.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: identify areas of possible high crime activity, restrict pupil access to possible high crime activity areas, provide effective school supervision, identify and provide preventive programs and activities and others as appropriate). Five security cameras have been installed to help prevent theft and vandalism.

Marsh Junior High School displays the District's sexual harassment policy in a prominent location near the principal's office where specific rules, regulations and standards of conduct are posted. Additionally, a notice summarizing this sexual harassment policy appears in the *Student Binder Reminder* distributed at the beginning of each school year to all parents and pupils.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. Discipline procedures focus on finding the cause of problems and working with all concerned to reach proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers use a discipline system in each classroom 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 and previous record. Pupil conduct standards and consequences for Marsh Junior High School are specifically described in this Comprehensive Safe School Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code and (c) District Board Policy and Administrative Regulations. Pupils may be suspended or recommended for expulsion after alternative programs have been exhausted or, for certain acts outlined in California Education Code procedures.

Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. Both the principal and assistant principal are highly visible on campus and maintain a positive rapport with the students. The principal or a designee uses available District and outside agency records to inform teachers of each pupil who has a disciplinary history. There is a process in place that describes the District procedures to comply with the California Education Code Section 49079 (Teacher Notice of Pupil Disciplinary History).

Law enforcement is contacted and consulted to help maintain and promote a safe and orderly school environment. Marsh Junior High School employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse to the appropriate agencies.

Cultural diversity is celebrated throughout the year with an emphasis on acknowledging and celebrating our different cultures.

Demographic Statistics

School Enrollment (2007/08): 690

Caucasian	79.3%
Latino	13.1%
Black	2.7%
Asian	3%
Other	1.85%

SCHOOL SITE SAFETY PLAN 2007-2008

District Mission Statement: Students are the first priority in the Chico Unified School District. Our mission is: to nurture talents and abilities, to promote academic excellence, to develop responsible citizens, to foster respect of others, and to provide a safe enriched environment.

School Mission Statement: Marsh Junior High School students have a right to receive a quality education that stresses hard work, thinking skills, healthy bodies, and moral integrity in a safe, nurturing, and stimulating environment that celebrates cultural diversity.

Component #1

“People and Programs” – Create a “caring and connected” school climate. (Part 2 of the “safe and orderly environment” requirement of SB 187 (Education Code Section 35294).

Goal(s): (What broad area we will focus on in the near future to accomplish our mission and vision?)

To keep the percentage of suspensions due to fighting below the 2006-2007 District Comprehensive High School suspension rate for fights by using interventions such as individual and group counseling/mediation at the first sign of a crisis

Objective #1-1: (What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible?)

Objective #1-1: 100% of our students will have equal access to site level student assistant programs

We will consider the number of suspension due to fighting between February 1, 2007 and February 1, 2008

The Safe School Plan Committee will review and evaluate in October 2008 and January 2009

People responsible for executing these interventions to realize this goal will include our Security staff and Administration

Component #2

"Physical Environment" – Create a physical environment that communicates respect for learning and for individuals. Part 2 of the "safe and orderly environment" requirement of SB 187, (Education Code Sections 35294).

Goal(s): (What broad area we will focus on in the near future to accomplish our mission and vision?)

To maintain a safe and orderly campus environment (Internal-Classrooms, External-Campus) and to maintain a clean and presentable campus environment that will make staff and students proud.

Objective #2

1: (What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? Who is responsible?)

Objective #2-1: 100% of the School site administration and staff will know, understand and implement the Crisis Response Plan and Safety School Plan as designed

Evidence of meeting our goal will be seen through the immediate response given to a crisis and its record keeping. It will also be evidenced through the information given to all staff through email, meetings and handbooks

The Safe School Plan Committee will review and evaluate in October 2008 and January 2009

All site employees are responsible in implementing both Plans. Administration will ensure its implementation

Objective #2-2:

(What measurable results will show us that we are meeting our goal? When will we see them? How much change do we want to see? (Who is responsible?)

Objective #2-2: All reports of graffiti and vandalism will be attended to and referred to Security, Custodians, the Facilities & Discipline Assistant Principals and our SRO. Maintenance & Operations will also be notified, as needed

We hope to see a reduction of incidents by addressing them immediately, keeping records/photos on file and disciplining those responsible

The Safe School Plan Committee will review and evaluate in October 2008 and January 2009

COMPONENT 2: Place - create a physical environment that communicates respect for learning and for individuals.

Goal

To make the school a safer place through additional Camereas through out the school grounds

Objective

The incidences of vandalism and theft will be reduced by 10% yearly.

Related Activities:

1. Involve law enforcement through assembly presentations and SRO on site
2. Develop placement of additional permanent litter receptacles.
3. Stress school pride in classroom lessons/presentations/boot camp.
4. Implementation of a program to assist students who are identified as high-risk for behavior referrals, absenteeism/truancy, substance use, academic problems and family issues that may adversely effect performance/progress in school.
5. Purchase and have security cameras placed on campus.

Resources Needed

District funds, grant funds, volunteer donations and personnel assistance.

Goal

To make the school a safer place through emergency awareness.

Objective

The staff will have the capability to respond to emergencies in an organized manner.

Related Activities

1. In-service staff in CPR/First Aid
2. In-service staff on the integrated intercom system/phone lines in each classroom.
3. CUSD classroom safety flip charts
4. CODE RED simulations

Resources Needed

District funds, grant funds, volunteer donations and assistance.

Persons Responsible

CUSD (D.I.R.T. Team), Principal, Assistant Principal, School Site Council, Counselors, parent volunteers, law enforcement officers and staff.

Timeline for Implementation

Law enforcement involvement - ongoing

Integrated intercom system/phone lines - completed

Goal:

To improve the school's social environment through additional parental and community involvement.

Objectives

The number of parents, community members, and health professionals involved in school activities will increase by at least 10% annually.

Related activities:

1. Increased involvement with law enforcement
2. Increased parent participation in school activities
3. More involvement with community health services for awareness of health issues including prevention/intervention for substance use

Resources Needed

Principal, Assistant Principal, law enforcement officers, school nurse, counselors, student peer mediators, volunteers, newspaper editor

Persons Responsible

Principal, Assistant Principal, counselors, student peer mediators, volunteers, newspaper editor

Timeline for Implementation

Newsletter and newspaper articles - ongoing

Health education presentations - on going

Goal

To ensure that Marsh Junior High School is a safe place for students, staff, parents and community members.

EVALUATION

In the School Based Coordinated Program process, staff and parents utilize ongoing examination and evaluation to improve the total educational program of which school safety is a part. Evaluation of the School Site Safety Plan Implementation and effectiveness will be accomplished by the school safety committee (which includes representatives from law enforcement), school staff, Student Council, and School Site Council. The School Site Council will review implementation of the plan at least quarterly. Statistics regarding crimes, disciplinary measures, counseling services and student outcomes will be reviewed annually. The Principal/designee will supervise persons responsible for tasks and monitor the timelines. The Plan will be reviewed and revised annually based on the Principal's Report, parent surveys, and other data and information. An evaluation of the School Safety Program will be included in the annual SBCEP evaluation presented annually to the Governing Board.

Marsh Junior High School 2007/2008

Suspensions:

40 Suspensions
98 Total Days of Suspension

Expulsions:

2 Expulsions

Safe School Plan

2008-2009

For

**Chapman Elementary
School**

**1071 East 16th Street
Chico, CA 95928
530-891-3100**

Chico Unified School District

Action Plan Component I: *People*

School Vision & Mission Statement

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.

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.

School Profile

Chapman is located on the southwest side of Chico in an older section of town. The school itself is in the city limits, but all homes surrounding it are located outside the city limits. The attendance area includes families from as far west as Park Avenue and to the east it extends to Highway 99.

The enrollment for kindergarten through sixth grade is 336 students. Our students come from a wide variety of ethnic backgrounds (i.e., American Indian, Asian, Latino, and African American). This represents approximately 80% of our enrollment. We have 200 students that have a dominant language other than English (i.e., Spanish, Hmong, and Laotian).

Chapman School is on a modified traditional track schedule. There are 16 classrooms, a library, a portable computer lab, Title I room, Resource Specialist Program, Speech & Language Specialist, 2 Special Day Classes, Administration Offices, and a Multipurpose Room/Cafeteria.

Safety Team Members:

Ted Sullivan, Principal
Patty Martens, Office Manager
John Nettles, Custodian
Norelia Caldera, Psychologist
TBA, Health Aide
Glenn Pulliam, Title 1 Teacher
Trudy Bacon, Resource Teacher
Cathy Zaugg, Attendance Clerk
Terri Crawford, Teacher

Goal 1: Chapman School will provide and maintain quality programs that set a positive direction for the school.

All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities. All students are honored at Chapman.

English as a Second Language (ESL) instruction is provided and cultural integration efforts are made in all school programs and activities. Translators are utilized when needed.

Community social service support systems are coordinated with Chapman to provide needed services to students and their families. These services include but are not limited to child protective services, parenting classes, support groups, clothing and food.

Curriculum and special programs are designed and modified to address issues relevant to our student population. Staff members receive ongoing inservice training to meet the ever-changing needs of our students. Training includes conflict resolution, cultural awareness, identifying socially at-risk students, drug and alcohol abuse prevention, child abuse prevention, sexual harassment and retaliation free environment, gangs and family structures.

Quality staff members representing the gender and ethnic or racial backgrounds of our student population are recruited. Staff members work effectively with our students.

Education programs are geared to specific health issues such as alcohol and drug abuse programs, pedestrian and bike safety, fire prevention and nutrition. Chapman coordinates with community health services and other city and county agencies to provide prevention and intervention programs for students and their families.

Our School Safety Team meets monthly to monitor campus safety and to develop a plan to resolve potentially unsafe situations.

Action Plan:

1. School Safety Team continues to meet monthly. **Timeline: On-going**

Goal 2: All students and staff feel physically and psychologically secure.

Chapman is in close proximity to businesses and commercial centers as well as many apartment complexes and single family homes. Chapman is an integral part of the community through its roles in interagency efforts and community activities. Chapman seeks the cooperation of nearby businesses and neighbors of the school campus to obtain information on possible student crimes and truancy.

Chapman 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 park and animal life. The outside campus play area is not secure from criminal activity. The campus is not fully fenced, thus allowing free access of outsiders to our campus. 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. Vehicles have easy access to the school grounds.

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 (damaged fences, lights, broken glass, etc.) are promptly corrected.

Chapman has proper protection against slipping in walkways and adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Playground equipment is monitored daily 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.

Action Plan:

1. The night custodian will inspect the parking lot lights each night and report burned out lights to the office. **Timeline: On-going**
2. Continue to evaluate pedestrian hazards and safety issues. **Timeline: On-going**
3. Replace and repair two-way walkie-talkies for use by teachers and noon supervisors on recess yard duty. **Timeline: On-going**
4. Purchase safety equipment needed to maintain an adequate level of school safety. **Timeline: On-going**
5. Repair, replace and maintain school safety equipment. **Timeline: On-going**

Goal 3: A collaborative effort between the school and other agencies maintains the integrity of Chapman School.

School buildings and classrooms are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting 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.

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

Action Plan:

1. Continue to update staff training in disaster preparedness. **Timeline: On-going**
2. Conduct a minimum of four (4) Code Red Drills per school year. **Timeline: On-going**
3. Training and planning in disaster preparedness for Chapman Site Response Team. **Timeline: On-going**

Action Plan Component II: Programs

Goal 1: Total involvement of staff is necessary to create a foundation for success.

Classroom environments enhance learning and positive interaction among students and staff. Classrooms are orderly. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents and staff. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision-making, career decisions, goal-setting, effective communication, effective relationships and resolving conflicts without violence. PIP, Second Step Program and PEN counseling services are available to students.

Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff and parents have a strong sense that what happens to the school is "my" concern and consider Chapman their community. Parents are involved in decision-making and policy formation. The home-school relationship is positive. There is a strong sense of personal and professional support amongst all staff members.

Community support agencies such as mental health, child protective services and juvenile probation participate actively in school matters. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff and assist staff in responding more effectively to school security and safety classes.

Action Plan:

1. Continue activities that support a sense of community. **Timeline: On-going**
2. Continue Second Step program in all classes grades K-6. **Timeline: On-going**
3. Train support staff and administrators in Second Step strategies. **Timeline: On-going**

Goal 2: A consistent and fair behavior plan is in place.

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. Students and staff accept ownership for what happens at school.

Expectations are clearly stated and known to everyone. Rules are realistic, practical, fair and consistently enforced. The entire school community participates in developing

behavioral expectations. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone.

Learning and productivity are valued and success is encouraged of everyone.

Action Plan:

Principal, classified and certificated personnel will monitor. **Timeline: On-going**

Goal 3: An appropriate discipline will lead to positive results in behavior.

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Consequences for violating behavioral and academic expectations are fair, known to, and understood by students, staff and parents. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations and focus on the cause of problems, not the symptoms. Discipline is a developmental process, not merely a punitive reaction. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement.

Discipline is a developmental process, not merely a punitive reaction. Constructive, positive behavior is given appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate. Rewards are varied and personal. Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

Action Plan:

1. The Safety Team will meet monthly to address safety issues. **Timeline: On-going**
2. Increase noon supervision time as needed during critical periods. **Timeline: On-going**

Chapman Elementary School

2007/2008

Suspensions:

45 Suspensions
49 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan

2008/2009

Citrus Avenue Elementary School

**1350 Citrus Avenue
Chico, CA 95926
(530) 891-3107
FAX (530) 891-3180**

Component #1

Personal Characteristics of Students and Staff

The traits students, teachers, administrators, and other school personnel bring to the campus.

Safe School Element

Planning Consideration / Goal

ETHNIC / CULTURAL DIVERSITY:

- The ethnic and cultural backgrounds of students are acknowledged, respected, and incorporated in the school curriculum and a variety of facets of school-wide activities.
- SDAIE instruction is maintained in all classes. Avenues ELD curriculum is used in each classroom K-5 and High Point in 6th grade. ESL, Impact Language Liaison provides support to Hmong students and families.
- Classes are balanced to maintain cultural diversity. Staff uses this to help teach understanding and tolerance.

LIFE EXPERIENCES OF STUDENTS AND STAFF:

- Social service support systems are coordinated with the school to provided needed services, (NVCSS counseling, PIP, PIP+ Second Step classroom instruction K-3 and Healthy Play K-6, Wise Skills is also used school wide)
- Curricular and special programs are designed and modified to address issues relevant to school community needs, (e.g. drugs awareness, anti-bullying strategies, family structure and services, friendship groups, etc.)

STAFF EXPERTISE:

- Quality staff members representing the gender and racial or ethnic backgrounds of students and having diversified expertise are recruited to work effectively with students
- Staff receives ongoing inservice training to meet the needs of the student body, (e.g. Wise Skills, Love and Logic, Healthy Play, Second Step and cultural awareness, drug and alcohol abuse prevention, and anti-bullying strategies)

PHYSICAL HEALTH CONCERNS:

- The district's health curriculum is supported by the Citrus staff. The relationship between a healthy body and personal success in life is stressed. The staff encourages and educates to help students develop and practice healthy lifestyles
- The school provides appropriate screening of hearing and vision for students at several points in their school careers. Citrus maintains strict adherence to district and state mandates relative to immunizations and head lice, and attendance issues.

The School's Physical Environment

The physical setting and condition in which education takes place.

Safe School Element

Planning Consideration / Goal

SCHOOL LOCATION:

- Citrus is located in the center of a residential area close to a hospital, high school and university campus. It is on a busy street near a major cross-road of commercial activity. The school works cooperatively with nearby businesses and neighborhoods to reduce crime and to discourage crime near the school.
- The school pays particular attention to our issue of high traffic congestion and potential problems with ongoing supervision and community education / communication.

SCHOOL GROUNDS:

- The campus perimeter is secure from criminal activity. The campus is closed to outsiders and access signs are displayed prominently at entry points. Visitors on campus must register with the office and are identified by a visitor's pass.
- Two-way radios are carried by supervisors and custodian to allow contact with the school office.
- Surveillance cameras (2) provide clear coverage of the playground areas previously known to attract after school loiterers or vandals.
- Places for loitering are limited, bathrooms are patrolled, and appropriate lighting is installed in hallways.
- Physical conditions that could lead to accidental harm, (e.g. damaged fences, equipment, lights, and broken glass) are promptly corrected.
- Security checks for vandalism/burglary are regular. School policy for eradicating graffiti and broken windows is strongly adhered to with immediate correction of the situations.
- School buildings are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.
- The congested traffic situation in front of the school continues to pose a safety concern. The City of Chico employs a crossing guard before and after school at the corner of Citrus and 4th Avenues.

INTERNAL SECURITY PROCEDURES:

- CUSD incident procedures are used. Valuable equipment is inventoried properly and engraved for identification. All equipment is stored securely.
- Campus security is coordinated with law enforcement and district personnel.
- The community uses the school's facilities during off hours for a variety of civic activities, (e.g. Cub, Boy, and Girl Scout Troops, Little League, Soccer, and Basketball teams)
- The school and community cooperate in crime prevention.

- Fire evacuation drills coordinated with other extreme emergency drills are conducted and recorded monthly.
- The School Site Council serves as a Safe School Committee. This provides both staff and parent involvement in issues regarding total safety at school.

Component #3

The School's Social Environment

The organizational and interpersonal processes that occur in and around the school

Safe School Element

Planning Consideration / Goal

LEADERSHIP:

- The administrative team establishes a positive style, tone and direction for the school. They desire and seek ideas and suggestions from staff, students, parents and community members regarding the effectiveness of the school.
- The administrative team recognizes the importance of staff attitudes toward the treatment of students and their families. They model and expect staff to demonstrate responsiveness, respect, consideration, and sensitivity.
- The administrative team is readily available to all members of the school community and is highly visible on campus and in classrooms.
- The administrative team is actively involved in curricular matters. Staff members are included in school leadership through participation in school-based committees and regular collaboration.

SCHOOL ORGANIZATIONAL STRUCTURE:

- Parent leadership is evident through their participation in PTA, School Site Council, and Bilingual Advisory Committee.
- Students participate in school leadership through the Student Council and ongoing service learning projects.
- The school safety plan is summarized in a flip chart which is periodically reviewed by staff and is followed during emergencies.
- Resources are available from nurses, counselors, tutors, law enforcement, community agencies and businesses to support students, parents, and staff.
- The non-classroom support staff collaborates to maximize services to the school.

CLASSROOM ORGANIZATION AND STRUCTURE:

- Classroom environments enhance learning and positive interaction among students and staff. Classrooms are orderly, safe, and facilitate learning.
- Teachers have posted rules and expectations for students in their classrooms.
- Personal and social skill development activities address self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision making, goal-setting, effective communication, and effective relationships.
- Instructional time is maximized. Interruptions are kept at a minimum.

PARTICIPATION AND INVOLVEMENT:

- Students are encouraged to work together on academic tasks through cooperative learning.
- Students, parents, teachers, support staff, and the community are encouraged to be involved in curriculum planning and other safe school activities.
- Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety classes.
- Community support agencies such as Butte County Mental Health, Children's Services Division, and Juvenile Probation participate actively in school matters.
- Parents are involved in decision-making and policy formation. The Home-School Compact, initiated each fall is a working document designed to maintain a healthy, positive relationship between the school and the home.
- Students, staff, and parents have a strong sense that what happens to the school is the concern of "all."
- School-wide student safety and discipline are a top priority. Staff is instructed in the process and intervention regarding student behavior.
- CARD/21st Century After School Program provides child care and academic support until 6 PM daily.

Component #4

The School's Cultural Environment

The General atmosphere or spirit of the school.

Safe School Element

Planning Consideration / Goal

AFFILIATION AND BONDING:

- Students and staff feel physically 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. They accept ownership for what happens at school.
- Expectations are clearly stated and known to everyone.
- Rules are realistic, practical, fair, and consistently enforced.

BEHAVIORAL EXPECTATIONS:

- The entire school community participates in developing behavioral expectations.
- The school models high moral standards, communicates positive messages to students, and shows that the school-community expects the best effort and performance from everyone.
- Positive reinforcement notes are distributed regularly.
- Learning and productivity are valued, and success is expected of everyone.

ACADEMIC EXPECTATIONS:

- Clear and positive academic expectations are communicated well to facilitate effectiveness and decrease anxiety over focus and direction of activities.
- Students, parents and staff want and expect class time to be used efficiently.
- Academic Focus for 2008/09 is the improvement of Language Arts and Mathematics instruction as evidenced on our Standardized Test scores to eliminate our "Program Improvement" status. Before and after school support programs for struggling students are organized and delivered through staff and Title I efforts.

DISCIPLINE AND CONSEQUENCES:

- Consequences for violating behavioral and academic expectations are fair, known to and understood by students and staff.
- Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions.
- State and district policies and procedures are followed for reporting all criminal behavior on the school campus to law enforcement.
- Disciplinary practices involve active participation of all staff, involve students in problem solving, and focus on the cause of problems, not the symptoms.
- Discipline is a developmental process, not merely a punitive reaction.
- Constructive, positive behavior is given appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate.

SUPPORT AND RECOGNITION:

- Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.
- Monthly Student Recognition Assemblies support positive academic and social growth.

Citrus Elementary School

2007/2008

Suspensions:

41 Suspensions
60.5 Total Days of Suspension

Expulsions:

0 Expulsions



Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

3.B.2.

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530/898-3000
fax 891-3220

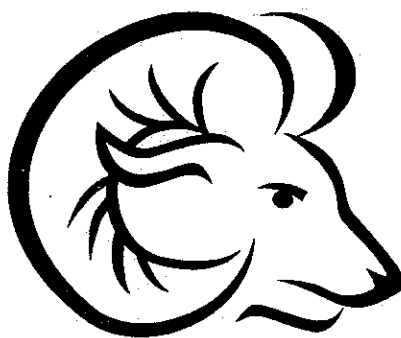
www.cusd.chico.k12.ca.us

Emma Wilson Elementary School

1530 West Eighth Avenue
Chico, California 95926
(530) 891-3297

Safe Schools Plan

2008-09



It is our goal that every student will achieve academic success in an environment that promotes safety, respect and responsibility.

School Safety and Climate for Learning

Our Safe Schools Plan includes emergency procedures in case of fire, earthquake, or other disaster. The Safe Schools Plan is updated annually in accordance with Senate Bill 187. The key elements of the Safe School Plan are: traumatic incidents, imminent danger procedures - "code red," evacuation/relocation procedures, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion. The staff and students have received special training on procedures to follow in the event of an emergency. A copy of these procedures is available in every classroom and in the office for viewing.

In an effort to ensure student safety while traveling to and from school, a crossing guard is located at the stop sign on the corner of West Sacramento and Eighth Avenue. A traffic light is in place at Nord Avenue and Eighth Avenue. A stop sign is in place at the corner of West Eighth Avenue and Forty Niner Court. We are focusing on the premise that, "We value a physically and emotionally safe and secure school environment," which is a high priority at Emma Wilson.

Safety Team Members

Kim Rodgers – Principal
Laurie DeBock - Teacher in Charge
Nancy Hubbell – School Office Manager
Karen Krause – Elementary Attendance

Brian Robinson – Head Custodian
Julie Wiik - Parent
Sue Hagen – Health Aide

Action Plan for Component I: *People & Programs*

Goal: The staff and students at Emma Wilson will strive to create a caring and connected school climate with an emphasis on a safe and respectful environment.

Objective 1-1: Emma Wilson Elementary School has many support programs which help reduce the number of behavior issues on the playground and in the classrooms.

Related Activities-

- Second Step Program in grades K-3
- CSUC Counselor Intern Program 7+ hours/week providing service 1st –6th
- PIP counselor 2 days/week for grades K through 3
- Children Services and SARB services when needed
- Healthy Play, Classroom meetings, other related classroom activities
- North Valley Catholic Social Services

Resources Needed-

Teacher and **Noon Supervisor** Training for classroom/playground strategies
CSUC Counselor Intern Program

Person(s) Responsible for Implementation-

CSUC Counselor Intern Program and PIP Aide
Teachers and all support staff

Timeline for Implementation-

Ongoing (PIP contingent on funding)
Ongoing Love & Logic Support

Objective 1-2: Students will maintain a high standard of behavior as measured by a decrease in office referrals, positive parent surveys, and teacher observations.

Related Activities-

Coordinated supervision at lunch

Handi-Talkies & cell phones

Personal and social skill development

Parent involvement in PTA, Principal's Advisory, & School Site Council

Home-school communications

Positive as well as negative consequences for behaviors

Development of school wide rules and expected behavior

Procedures for suspensions and expulsions

Provide information on sexual harassment, bullying, & hate crimes

Provide information on gang-related apparel

Acknowledge, respect and incorporate ethnic/cultural diversity into
classroom curriculum and school-wide activities

Resources Needed-

Funding for additional supervision

Handi-Talkies & cell phones

Second Step training and materials for all classes

Publishing school rules, etc. in the School Newsletter

Principal available to all members of the school community

Published school wide rules

Person(s) Responsible for Implementation-

Staff, Principal, Parent Liaison, PTA,

Principal's Advisory Committee (representatives from every grade level)

Timeline for Implementation - Ongoing

Objective 1-3: The EWE Safety Committee will develop a plan for reunification of students and parents in the case of an emergency.

Related Activities

*District designation of Thomas Welding 1308 8th Ave. 893-8940

School wide simulation involving all stakeholders

Meet with safety committee

Educate staff and parent groups on reunification procedure

Contact reunification site

Resources Needed

Procedures from other schools

Information for DIRT (District Incident Response Team)

Person(s) Responsible for Implementation

Principal and staff

DIRT Team

Timeline for Implementation – 2008-09 school year

3.B.2.

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Action Plan for Component 2: *The Physical Environment*

Goal: The staff at EWE will create a physical environment that is safe and orderly.

Objective 2-1: School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities as measured by a decrease in crime and accident reports, positive comments on parent surveys, and staff observations.

Related Activities

*Plan with Maintenance and Operations to remove standing water and cockroaches

Work with Chico PD to keep Oak Park safe from questionable loiterers

Immediate repair of vandalism or graffiti

Emma Wilson will work cooperatively with nearby businesses and neighbors to discourage crime near school

Ongoing inspection of the campus and its facilities

Lighting in areas that create possible hazards or criminal activities

Maintain safe exits as mandated by Fire Marshall

Resources Needed

*Ongoing maintenance and operations to remove standing water and cockroaches

Materials for repair of vandalism or graffiti

Funding for safety measures such as lighting

Person(s) Responsible for Implementation

Teachers, principal, aides, custodian, CUSD Maintenance and Operations

Timeline for Implementation - Spring 2008

Objective 2-2: Emma Wilson staff and students will practice procedures for emergency situations (fire drills, code red drills, earthquake drills) in various settings (during class, during recess, using alternative evacuation routes, etc.) recorded monthly.

Related Activities

Practice drills at various times of the day (including recesses/lunch)

Use alternative evacuation routes

Training and practice for office staff on emergency procedures

Resources Needed

Walkie -Talkies

Person(s) Responsible for Implementation

Teachers and auxiliary staff, Principal & Office Staff, Custodian

Timeline for Implementation - Monthly

Objective 2-3: Emma Wilson staff, students, and visitors will abide by safety strategies that have been set up by the District, SEMS, Safety Committee, School Site Council, and staff as measured by Parent Surveys and staff observations.

3.B.2.

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Related Activities

Maintain an Incident Command System (ICS)

All staff will wear staff ID badges

All visitors will sign in at the office and obtain a visitor's badge

Classroom volunteers will fill out appropriate paper work for volunteers

Volunteers will have a current TB test and wear ID badges while on campus

Continual reminders to parents about proper drop off and pick up
procedures of their students in person and in the Woolly Weekly

Resources Needed

Visitor Badges, new staff ID badges

Sign in book and visible signs for visitor procedure

Access and printing of the parent newsletter

Person(s) Responsible for Implementation

Principal, staff, office staff, district policy makers, volunteers

Timeline for Implementation - Ongoing

Emma Wilson Elementary School 2007/2008

Suspensions:

43 Suspensions
59.5 Total Days of Suspension

Expulsions:

0 Expulsions

SAFE SCHOOL PLAN

FOR

HOOKER OAK K-8 SCHOOL

1238 Arbutus Ave.
Chico, CA 95926

Chico Unified School District

Revised September 2008
By Safety Team and
Hooker Oak Site Council
Approved by HO Site Council on September 15, 2008

Hooker Oak Evacuation Location:

Faith Lutheran Church

Phone #895-3454

Address: 667 E-1st Avenue.

Safe School: By Design involves two Components

- I. **The School Climate:** This area involves the many facets of behaviors of people. The philosophical basis for education, the safe and secure interactions at this social location and the proactive or reactive responses to needs as they arise are included in this portion of the Safe School Plan.
- II. **The Physical Environment:** The second portion of the plan includes the facilities of the school, their design, maintenance, and management. It is the "where" part of the Safe School.

MISSION STATEMENT:

It is Hooker Oak Elementary School's goal to create a physically, socially and emotionally safe learning environment for all students and staff members.

I. The School Climate

A. Personal Characteristics of Students and Staff:

All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities. All students are honored at Hooker Oak Elementary School.

Community social service support systems are coordinated with Hooker Oak to provide needed services to students and their families. These services include but are not limited to child protective services, parenting classes, support groups, clothing and food.

Curriculum and special programs are designed and modified to address issues relevant to our student population. Staff members receive ongoing in-service training to meet the ever-changing needs of Hooker Oak students' safety. Training includes conflict resolution, cultural awareness,

identifying socially at-risk students, drug and alcohol abuse prevention, child abuse prevention, sexual harassment and retaliation free environment, gangs and family structures.

Quality staff members representing the gender and ethnic or racial backgrounds of our student population are recruited. Staff members work effectively with our students.

Education programs are geared to specific health issues such as alcohol and drug abuse programs, pedestrian and bike safety, fire prevention and nutrition. Hooker Oak teachers and staff coordinate with community health services and other city and county agencies to provide prevention and intervention programs for students and their families.

Our School Safety Team meets each trimester to monitor campus safety and to develop a plan to resolve potentially unsafe situations.

Action Plan:

1. School Safety Team continues to meet each trimester. **Timeline:** On-going

B. The School's Cultural and Social Environment:

Classroom Organization and Structure:

Classroom environments enhance learning and positive interaction among student and staff. Classrooms are orderly. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room. Resources are available from nurses, psychologists, tutors, law enforcement, and community agencies to support students, parents and staff. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision-making, career decisions, goal-setting, effective communication, effective relationships and resolving conflicts without violence. PIP, Second Step Program and counseling services are available to students.

Students, parents, teachers and the community are encouraged to be involved in goal setting, and curriculum planning. Students, staff and parents have a strong sense of the Hooker Oak community. Based on philosophy and practice there is a large amount of parent involvement at Hooker Oak School. Parents are involved in every corner of the school. The home-school relationship is positive. There is a strong sense of personal and professional support among all staff members.

Community support agencies such as mental health, child protective services and juvenile probation participate actively in school matters. Police and fire representatives participate in safety reviews of the campus with district support, make presentations to students and staff and assist staff in responding more effectively to school security and safety classes.

Action Plan:

1. Continue activities that support a sense of community. **Timeline:** On-going

2. Utilize a task force group responsible to the Leadership Council to study discipline and to meet once each trimester or more if needed. **Timeline: On-going**
3. Continue Second Step program in all classes as funding allows. **Timeline: On-going**
4. Train any new support staff and administrators in Second Step strategies. **Timeline: February 2009 and on-going**
5. Conduct a parent workshop in Second Step strategies. **Timeline: February 2009 and April 2009**
6. Train support staff and teachers in Love and Logic strategies. **Timeline: May 2009 and On-going**

Behavioral Expectations:

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. Students and staff accept ownership for what happens at school.

Expectations are clearly stated and known to everyone. Rules are realistic, practical, fair and consistently enforced. The use of LifeSkills is incorporated into the daily curriculum by teachers. The entire school community participates in developing behavioral expectations. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone.

Learning and productivity are valued and success is encouraged of everyone.

Discipline and Consequences:

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Consequences for violating behavioral and academic expectations are fair, known to, and understood by students, staff and parents. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations and focus on the cause of problems, not the symptoms. Discipline is a developmental process, not merely a punitive reaction. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement.

Support and Recognition:

Discipline is a developmental process, not merely a punitive reaction. Constructive, positive behavior is given appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate. Rewards are varied and personal. Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

Action Plan:

1. The Safety Team will meet once each trimester. **Timeline: On-going**
2. Assist noon supervision by the provision of CSU, Chico student interns and parents as needed during critical periods. **Timeline: On-going**

II. Physical Environment

A. The School's Physical Environment:

School Location and Grounds:

Hooker Oak Elementary School is in close proximity to businesses and commercial centers as well as many apartment complexes and single-family homes. The school is an integral part of the community through its roles in interagency efforts and community activities. Hooker Oak seeks the cooperation of nearby businesses and neighbors of the school campus to obtain information on possible student crimes and truancy.

Hooker Oak School is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby high-density residential areas. The interior campus perimeter is secure from criminal activity. The outside campus play area is not secure from criminal activity after hours. The campus is not fully fenced as of September 08 and gates are unlocked at 2:00 in the afternoons during school days, thus allowing free access of outsiders to our campus. Between 8:15 and 2:00 all gates and the side door are locked providing a secure campus with entry by the front door on Arbutus. Adult supervision is amply provided at recesses in conjunction with a two-way radio communication system, thus providing an even more secure campus. The campus is closed to outsiders, and access signs are prominently displayed at entry points. Vehicles have easy access to the school grounds on streets surrounding the school.

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 (damaged fences, lights, broken glass, etc.) are promptly corrected.

The school has proper protection against slipping in walkways and adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Dangerous situations are reported immediately and actions to remedy implemented in a timely manner. 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.

Action Plan:

1. The night cleaning crew will inspect the parking lot lights each night and report burned out lights to the office. **Timeline: On-going**
2. Continue to evaluate pedestrian hazards and safety issues. **Timeline: On-going**
3. Replace and repair two-way walkie-talkies for use by teachers and noon supervisors on recess yard duty. **Timeline: On-going**
4. Purchase safety equipment needed to maintain an adequate level of school safety.. **Timeline: On-going**
5. Repair, replace and maintain school safety equipment. **Timeline: On-going**

6. Repair, replace gate by base-ball diamond. **Timeline:** End of September 08

Internal Security Procedures:

School buildings and classrooms are free of physical hazards, and designed to prevent criminal activities. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting manner.

Decorations follow the Chico City Fire Marshal'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.

Disaster Preparedness:

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

Action Plan:

1. Continue to update staff training in disaster preparedness. **Timeline:** On-going
2. Conduct a minimum of four (4) Code Red Drills per school year. **Timeline:** On-going
3. Training and planning in disaster preparedness for Hooker Oak Site Response Team.
Timeline: On-going
4. Conduct monthly Fire Drills. **Timeline:** On-going

The revised Safety Plan will be presented and reviewed by the SSC at its September 2008 regular meeting. The revision and focus of the plan as meeting the two major components will hopefully generate good dialogue between the school's administration and the parents about the school community's responsibility for school safety.

Hooker Oak Elementary School 2007/2008

Suspensions:

12 Suspensions

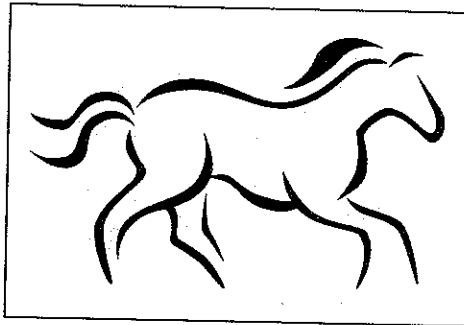
26 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan

2008 / 2009



John McManus Elementary School

988 East Ave.

Chico, CA 95926

(530) 891-3128

Revised 9/08

Safe School Model

John McManus School 08-09

The steps:

Step 1. We have developed a climate for action. Individuals have worked collaboratively and at different levels to problem solve with our school community and law enforcement agencies to begin the steps necessary to ensure our school is safe for all students and adults who are a part of it.

Step 2. In addition to the district wide committee established to promote collaborative planning efforts city wide, we have developed our site committee comprised of the following individuals: Diane Deadmond, Beverly Patrick, Molly Barnum, Marlo Knox, Betty Paugh, Wendy Billingsley, Karen Ford, Tony Carlisle, LaRhonda Farrell and Diane Bird.

Step 3. Our vision of a safe school has been shared amongst staff. We are brainstorming needs and meeting to determine major goals, assignments and plans.

Step 4. We are collecting and analyzing data to respond appropriately to any emergency that may arise.

Step 5. Developing a plan of action is what we are currently working on in committee.

Step 6. We will select and implement activities, strategies and action plans. It will include strategies of prevention as well as interventions. A time line for implementation will be developed.

Step 7. We have a customized site plan that we are reviewing. This will be done in conjunction with the district plan.

Step 8. A training session with staff will be essential for site and district personnel.

Step 9. Students will be engaged in a comprehensive training program to promote student responsiveness to emergency situations

Step 10. There will be an on going evaluation of our plan in order to insure that the plan be strengthened and revised.

The Safe School Model Components 1-4

Component 1 - Personal Characteristics of Student and Staff. The traits students, teachers, administrators, and other school personnel bring to campus.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL

ETHNIC//CULTURAL DIVERSITY LIFE EXPERIENCES OF STUDENTS AND STAFF
EXPERTISE PHYSICAL/HEALTH CONCERNS

All backgrounds of students at John McManus School are acknowledged, respected and incorporated into school curriculum and activities. An ELD instructor is provided; cultural integration efforts are incorporated in multicultural programs and fairs. Social service support systems are coordinated with McManus Staff. Curriculum and special programs are designed and modified to address issues relevant to students. Quality staff members represent the gender backgrounds of students and are recruited to work effectively with students. Staff receives in-service training to meet the changing needs of the student body including conflict resolution, cultural awareness, ELD, Drug and alcohol abuse prevention, child abuse reporting, etc. Education programs are also geared to meet the ever-changing health issues of our campus. McManus School coordinates with community health services for prevention and intervention programs for students and their families.

Component 2 - The Schools Physical Environment. The physical setting and conditions in which education takes place.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL
SCHOOL LOCATION SCHOOL GROUNDS

John McManus School is in close proximity to many businesses and commercial centers and it is an integral part of community. The school seeks the cooperation of nearby businesses to insure appropriate student behaviors, interactions and safety. The school community is aware of the exposure to safety hazards especially involving traffic both in front and in back of the school. We are also concerned when it comes to exposure to toxins because of the heavy traffic on the four lanes in front of the school and the heavily traveled freeway (Highway 99) one mile west of the school. A fence secures the campus perimeter and the campus is closed. Once a student arrives on campus he/she cannot leave before the end of school without parental or parental designated authority. The campus is also closed to outsiders and access signs are displayed at entry points (pc 627.2). Vehicles do not have easy access to school grounds with the exception of emergency vehicles. Physical conditions that could lead to accidental harm are promptly corrected. The most obvious places include the playground and cafeteria. These areas receive weekly inspection of equipment and daily inspection for broken glass, etc. The playground equipment has adequate protection against falls and landscape designs that prevent students from climbing to dangerous heights. The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately.

Component 2 - The Schools Physical Environment. The physical setting and conditions in which education takes place.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL
SCHOOL BUILDINGS/CLASSROOMS INTERNAL SECURITY PROCEDURES

School buildings and classrooms are well maintained and attractive, free of physical hazards and designed to prevent criminal activities. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting manner. Standard incident reporting procedures are used. Valuables and equipment are inventoried and properly engraved for identification, and stored securely. The community uses the school in off-hours. The school and community cooperate in crime prevention.

Component 3 - The School's Social Environment The organizational and interpersonal processes that occur in and around the school.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL
LEADERSHIP SCHOOL ORGANIZATIONAL STRUCTURE CLASSROOM ORGANIZATION AND STRUCTURE

The principal provides strong leadership, establishes positive style and tone and sets the direction for the school. The principal seeks and wants ideas and suggestions from staff, students, parents and community. The principal recognizes the importance of staff attitudes toward and treatment of students and parents; the principal models and expects staff to demonstrate responsiveness, respect, consideration and sensitivity. The principal is readily available to all members of school community and is highly visible on campus and in classrooms. The principal is actively involved in curriculum matters. Students, parents, and staff participate in goal setting and know how decisions are made at the school. Whenever possible, students and staff can make important choices. A contingency plan identifies procedures to follow during an emergency. Resources are available from nurses, counselors, psychologists, tutors law enforcement, and community agencies to support students, parents and staff. Classroom environments enhance

learning and positive interaction between student and staff; classrooms are orderly. Second Step curriculum is used school-wide to promote personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decisions making, career decisions, goal setting, effective communication, and effective relationships.

Component 3 - The School's Social Environment The organizational and interpersonal processes that occur in and around the school.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL
CLASSROOM ORGANIZATION AND STRUCTURE PARTICIPATION AND INVOLVEMENT

John McManus School stresses the maximum use of instructional time and disruptions are minimized. Students are encouraged to work together on academic tasks through cooperative learning. Students, parents, teachers and the community are encouraged to be involved in curriculum planning and other safe school activities. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety classes. Community support agencies such as mental health, child protective services, and juvenile probation participate actively in school matters. Parents are involved in decision-making and policy formation; the home-school relationship is positive. Students, staff, and parents have a strong sense that what happens to the school is "my" concern.

Component 4 - The School's Cultural Environment The general atmosphere or spirit of the school.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL
AFFILIATION AND BONDING BEHAVIORAL EXPECTATIONS ACADEMIC EXPECTATIONS

It is important that 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 accept ownership for what happens at school. Expectations are clearly stated to everyone. Rules are realistic, practical, fair and consistently enforced. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone. Learning and productivity are valued, and success is expected for everyone. Clear and positive academic expectations decrease anxiety that occurs when academic standards are vague. Students and staff want and expect class time to be used efficiently.

Component 4 - The School's Cultural Environment The general atmosphere or spirit of the school.

SAFE SCHOOL ELEMENT PLANNING CONSIDERATION/GOAL
DISCIPLINE AND CONSEQUENCES SUPPORT AND RECOGNITION

Consequences for violating behavioral and academic expectations are fair, known to, and understood by students and staff. Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations, and focus on the cause of problems, not the symptoms. Discipline is a developmental appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate; rewards are varied and personal. Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors. **The Emergency Response procedures** (See flip chart/manual placed in all rooms)

John McManus Crisis Team

Diane Bird - principal, Joanna Allen – Psychologist; Beverly Patrick – Office Manager, Tony Carlisle - Teacher-in-Charge, LaRhonda Farrell – Custodian, Betty Paugh –Health Aide, Wendy Billingsley–Attendance clerk, Diane Deadmond - Teacher, Molly Barnum–Teacher, Bev George- Teacher, Marlo Knox – teacher/Healthy Start

INTRODUCTION BY THE PRINCIPAL

This emergency response manual is intended to assist faculty, staff, and students in emergency situations, which may occur on campus.

The manual is in outline form by design to facilitate its rapid and easy use. It is divided into sections for each specific emergency; usually preceded by a brief explanation of the conditions or other pertinent information, which have a bearing on the step-by-step approach.

In addition staff are aware of a "secret signal" designated to alert other staff and/or the principal for the need of assistance.

Diane Bird, Principal

MISSING STUDENT

1. When a child is reported missing the person receiving the call must notify the principal or school office manager.
2. Note the time of the report and get a description of what the child was wearing. See current photo on emergency card or cum folder.
3. Contact all pullout program instructors to be sure the student is not with them.
4. Check the playground and restrooms to be sure the student is not on campus.
5. The principal or his designee will drive around the school area and check local businesses.
6. The office manager will call the parents and the police will be notified.
7. The office manager will fill out the form for "missing child".

FIRE | EXPLOSION

1. The teacher is to immediately survey the area. If all is clear the usual procedure will be followed. If the area is not safe, teacher discretion will be necessary to get to the safest area. (This may be a window.)
2. Teachers are to LOCK their classroom doors and TAKE THEIR ROLL BOOKS to the assembly area and TAKE ROLL.
3. For exit procedures see the map and red arrow posted by the door. Teachers are to take their red/green card, to clearly and quickly notify the supervisors if all students are accounted for. All students are to report to their class exit location except those students who are with the health aide.
4. After assembly in designated area (next to their class number against the perimeter fence), students are to face away from the buildings.
5. The principal or designee will forward information to you as soon as possible regarding next steps.

DRILL

1. When the principal or designee announces via a runner "Red alert!" This is an earthquake drill. Assume the DUCK, COVER, and HOLD position. If you are inside the building DUCK, COVER, HOLD until you hear the fire alarm to evacuate the building.
2. If you are outside, move to open areas away from trees, power poles or any objects that may topple and assume the DUCK, COVER, HOLD position until you hear the fire alarm.
3. The all clear signal (20 second CONTINUOUS ringing of bell) will sound indicating conditions are safe for return to the classrooms.

BOMB THREAT EVACUATION PROCEDURE

1. The principal or his designee will announce to all classes via a runner the following CODE. "The meeting with the superintendent has been cancelled."
 - A. When you hear this code please say nothing to your students about the bomb threat.
 - B. Make a visual survey of your room (do not touch any suspicious object). If you see anything suspicious, notify the office immediately via phone
 - C. Proceed as in a regular fire drill and proceed to farthest areas. It is important that
 - D. All personnel remain calm and move to the designated evacuation areas as stipulated in the fire drill procedure. Please refer to FIRE EXPLOSION procedure.

IF YOU RECEIVE THE CALL:

1. Whenever a bomb threat is received over the telephone, remain calm and write down the following information:
 - A. The exact words of the caller.
 - B. Location of the bomb
 - C. When bomb is to go off.
 - D. What type of bomb.
 - E. Who placed the bomb
 - F. Time of call
2. Try to get a description of the caller's voice and
 - A. Male? Female? Child? Adult?
 - B. Any background noise?
 - C. Any particular accent or inflection in the caller's voice?
 - D. Get a word picture in your mind of the caller and write it down.
3. When a bomb threat is received concerning a facility adjacent to Partridge School the above evacuation procedure will be followed.

CHEMICAL SPILL

1. Should a spill occur within a classroom:
 - A. Evacuate immediately
 - B. Notify principal via a runner or phone
 - C. Classroom teacher will be instructed by the administration via the telephone or runner, of procedures depending on the nature of the spill.
2. Should a spill occur within the vacinate of McManus School:
 - A. The Public Safety Office will be contacted regarding the incident and the type of chemical if known - (9-911).
 - B. Remain in your classroom unless ordered by the Public Safety Officer or administration to evacuate.
 - C. Close all windows/doors and turn off all outside air intake vents or fans.
 - D. The principal or designee may shut down the main power system for the entire school. (You may be without power, lights, etc. in your classroom.)
 - E. Leave your building only when told to do so, as directed by the principal or designee.
3. The CRISIS TEAM will forward information to you as soon as possible after the crisis subsides.

CIVIL DEFENSE AND DISASTER EVACUATION SITE PLAN

Upon notification by the principal or his designee, school will be dismissed. Students are to proceed to their homes as rapidly as possible.

1. Boys or girls having bicycles will, in an orderly manner proceed to the racks and ride

- directly home. Bicycle supervision during this emergency period will be under the direction of the teachers from rooms 15 and 16.
2. Bus pupils will immediately assume their positions in the bus lines, ready home departure. Teachers in rooms 11 and 12 will provide bus supervision. Under no circumstances will pupils return to their rooms, or any part of the building. Once students are cleared from the campus, all personnel, certificated and classified, within the school area will also evacuate the building and proceed home or to other assignments.
 3. The CRISIS TEAM will forward information to you as soon as possible after the crisis subsides.

STATE OF EXTREME EMERGENCY

1. Notification of extreme emergency will be relayed by continuous short blasts of the recess bell and if possible announced by the principal or his designee via verbal or written notice.
2. Students should DUCK, COVER, HOLD and listen for specific instructions from the teacher/supervisor.
3. Teachers need to lock doors and close all drapes.
4. All school personnel not responsible for classes take cover in immediate area where working.
5. During an emergency disregard all regular bells.
6. ALL CLEAR SIGNAL: (20 second CONTINUOUS ringing of bell)
7. The CRISIS TEAM will forward information to you as soon as possible after the crisis subsides.

CRIME IN PROGRESS

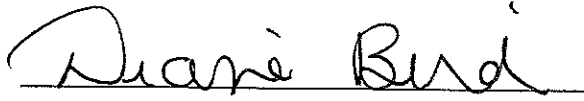
1. If you are in the area of a crime in progress, do not attempt to apprehend or interfere with the criminal except for self-protection. If you have students with you and the assailant is in possession of a gun, advise them to DUCK, COVER, HOLD and REMAIN MOTIONLESS. If the assailant does not have a gun, move students away from the scene of the crime in an orderly fashion.
2. Contact the office, giving your name and location and advise them of the situation. The office will call 9-911.
3. Teachers will be notified by continuous short blasts of bell, the telephone or a runner to follow the State of Extreme Emergency Procedure.
4. Until otherwise directed from the principal, refer all media questions to the Crisis Team.
5. The CRISIS TEAM will forward information to you as soon as possible after the crisis subsides.

SERIOUS INJURY OR ILLNESS

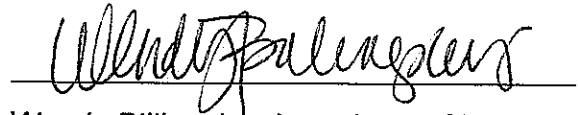
1. Do not move a seriously injured or ill person unless it is a life-threatening situation.
2. Have another person call 9-911 and advise the principal of the situation. Provide the public safety office with as much information as possible regarding the nature of the injury or illness and whether or not the victim is conscious, etc. The public safety officer will arrange for an ambulance if required.
3. Administer first aid or CPR when required (if you have the training) stay with the victim, keeping him/her as calm and comfortable as possible.
4. Find the nearest person trained in first aid and CPR. Most Teacher Aides and Teachers have been trained at Jay Partridge School.
5. The first aid supplies are located in the nurse's office.
6. Be sure to file the appropriate report after the incident with office personnel. (Student accident or employee accident.)
7. The CRISIS TEAM will forward information to you as soon as possible after the crisis subsides.

John McManus Safe Schools Plan

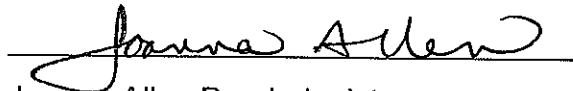
Sign Off Sheet



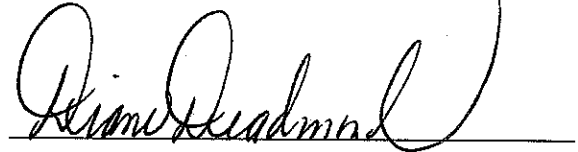
Diane Bird Principal



Wendy Billingsley Attendance Clerk



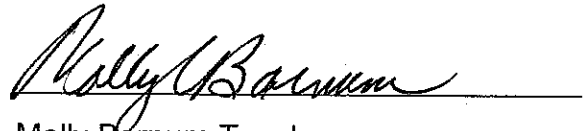
Joanna Allen Psychologist



Diane Deadmond Teacher



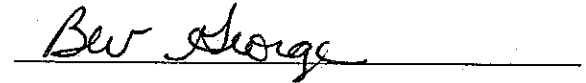
Beverly Patrick Office Manager



Molly Barnum Teacher



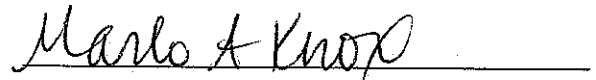
Tony Carlisle Teacher-in-Charge



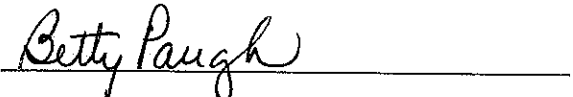
Bev George Teacher



LaRhonda Farrell Custodian



Marlo Knox Teacher/Healthy Start



Betty Paugh Health Aide

McManus Elementary School

2007/2008

Suspensions:

49 Suspensions
95 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan

2008-09

Little Chico Creek Elementary School

**2090 Amanda Way, Chico, CA 95928
530-891-3285**

Chico Unified School District

**Little Chico Creek Elementary School
2008-2009**

Safe School Plan

Safety Team Members:

Casey Wolk– Parent, SSC Representative, PTA Representative

Robin Synder – Health Aide

Susie McCoy – School Nurse

James Gilbert – Custodian

Georgia Stephens – Office Manager

Laura Spear – Teacher

Suzanne Michelony– Principal

Student Council

MISSION STATEMENT:

It is Little Chico Creek Elementary School's goal to create a physically, socially and emotionally safe learning environment for all students and staff members.

COMPONENT 1: People and Programs

**AR
EAS
OF**

PRIDE AND STRENGTH:

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. Teachers and staff members work collaboratively and collegially.

Curriculum and special programs are designed and modified to address issues relevant to our student population. English Language Development (ELD) instruction is provided and cultural integration efforts are made in all school programs and activities. Translators are utilized when needed and our speech teacher speaks Spanish.

Staff members, certificated and classified, receive ongoing inservice training to meet the ever-changing needs of our students. Training includes academic content standards, instructional strategies, conflict resolution, cultural awareness, identifying socially at-risk students, bully prevention, drug and alcohol abuse prevention, child abuse prevention, sexual harassment and retaliation free environment, effective discipline, gangs and family structures. This training is connected to and supports on-going social skills instruction, our school-wide discipline system and our school's academic curriculum.

There is a strong focus on social skills instruction and the teaching of appropriate behaviors and problem-solving skills to all LCC students. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision-making, career decisions, goal-setting, effective communication, effective relationships and resolving conflicts without violence. PIP and Second Step Program are available to students.

Education programs are geared to specific health issues such as alcohol and drug abuse programs, pedestrian and bike safety, fire prevention and nutrition. LCC coordinates with community health services and other city and county agencies to provide prevention and intervention programs for students and their families.

Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff and parents have a strong sense that what happens to the school is "my" concern and consider LCC their community. Parents are involved in decision-making and policy formation. The home-school relationship is positive. There is a strong sense of personal and professional support amongst all staff members.

Community social service support systems are coordinated with LCC to provide needed services to students and their families. These services include but are not limited to child protective services, parenting classes, support groups, clothing and food. Community support agencies such as mental health, child protective services and juvenile probation actively participate in school matters. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff and assist staff in responding more effectively to school security and safety classes. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents and staff.

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.

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.

Classroom environments enhance learning and positive interaction among student and staff. Classrooms are orderly and well managed. Classroom routines are well established and understood by students and parents. Teachers spend the majority of their time on academic instruction and only a minimal amount of time is required to redirect disruptive behavior. Teacher feedback to students regarding their behavior is overwhelmingly positive and is

consistent with the social skills instruction taught school-wide. Mechanisms are in place for student to cool off and generate solutions to problems.

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Consequences for violating behavioral and academic expectations are fair, known to, and understood by students, staff and parents. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations and focus on the cause of problems, not the symptoms. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement.

Discipline is a developmental process, not merely a punitive reaction. Constructive, positive behavior is given appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate. Rewards are varied and personal. 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.

GOAL ONE: Create a more caring and connected school climate that maximizes student learning.

Objective 1.1.1

By June 30, 2009, there will be a 5% increase in students and parents feeling LCC has created a welcoming and informing environment as measured by the 2007 survey results and post survey to be given in April 2009

<u>Activities:</u>		<u>Timeline:</u>	<u>Budget:</u>
1.1.1a	Continue Second Step Program in all classes grades K-6.	On-going	Grant /Title I
1.1.1b	Continue Principal's Book of the Month which emphasizes safety	Monthly	0
1.1.1c	Student Citizenship & Academic Awards	Monthly	0
1.1.1d	PIP (Primary Intervention Program) provided to K-3	On-going	SBCP
1.1.1e	Classrooms participate in the Service Learning projects.	On-going	Site Budget
1.1.1f	Workshop for Title I parents	October	0

1.1.1g	Parent Monthly Newsletter	Monthly	0
1.1.1h	Post larger office signs at main entrance	When safety funds unfrozen	TBD
1.1.1.i	Reinforce appropriate and friendly office response to all community and staff members.		0
1.1.1.j	Using the Parent Newsletter, communicate cafeteria protocol for visiting parents.		0

Objective 1.1.2:

Student attendance (absences and tardies) will improve by 1%.

Activities:	Timeline:	Budget:
1.1.2a Follow SARB process for student absences and tardies	On-going	0
1.1.2b Students will be recognized for good attendance	Each Trimester	0
1.1.2c Principal calls parents when attendance shows improvement	On-going	0
1.1.2d Use Parent Newsletter communicating the loss of funds when student taking vacations during school time.	On-going	0
1.1.2e. Use Parent Newsletter to remind parents not to take a vacation during testing week.	October	0

Objective 1.1.3:

LCC's yearly API target score will be met in all academic areas and sub categories.

Activities:	Timeline:	Budget:
1.1.3a. Staff development activities will support the school plan.	On-going	Title I/SIP/ EIA
1.1.3b Intervention programs will be provided for qualifying students	On-going	Title I/SIP EIA

Objective 1.1.4:

There will be a 2% reduction in the number of suspensions.

Activities:	Timeline:	Budget:
1.1.4a Teacher training in discipline techniques will be provided.	On-going	Title I/Title II
1.1.4b Continue Second Step Program in all classrooms	On-going	Grant
1.1.4c Provide in-house suspensions	On-going	0

Component 2: Place

Areas of Pride and Strength:

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 (damaged fences, lights, broken glass, etc.) 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.

Our School Safety Team meets monthly to monitor campus safety and to develop a plan to resolve potentially unsafe situations.

GOAL ONE: The school's physical environment will be safe and communicate respect for learning and individuals.

Objective 2.1.1

Students and staff will have a clean, well-maintained site in which to learn.

Activities:

Timeline:

Budget:

2.1.1a	Safety hazards will be consistently & quickly addressed.	On-going	Maintenance & Operations.
2.1.1b	All buildings and classrooms will be adequately maintained.	On-going	Maintenance & Operations
2.1.1c	Develop, utilize and monitor a regular cleaning schedule for on-going facility maintenance.	On-going	0
2.1.1d	Students and school community will participate in campus beautification projects.	On-going	Site budget
2.3.1.e	Will participate in Community Sunday	October	0

Objective 2.1.2:

The school campus will be safe and secure.

Activities:

Timeline:

Budget:

2.1.2a	The Safety Team will meet each trimester to address safety issues	On-going	0
2.1.2b	Noon supervision time will be increased as needed during critical periods.	On-going	Safe Schools \$
2.1.2c	Emergency and disaster preparedness coordinated school-wide.	On-going	0
2.1.2d	Two-way radios replaced/ repaired as needed.	On-going	Safe Schools \$
2.1.2e	Purchase and/or repair bullhorn	On-going	Safe Schools \$
2.1.2f	Small walkie-talkies for yard duty teacher use repaired or replaced	On-going	Safe Schools \$
2.1.2g	All gates leading to parking lots will be kept closed during school hours. Gate to office will remain open.	On-gong	0

Activities:

Timeline:

Budget:

2.1.2g	Train LCC Site Response Team	On-going	Safe Schools \$
2.1.2h	Train noon supervisors in discipline supervision & safety techniques	On-going	0
2.1.2i	Improve blacktop safety by regular sweeping of & "fluffing" of rocks.	On-going	0
2.1.2j	Maintain service of cell phone	On-going	Principal's phone
2.1.2h	Maintain "Cheetah Paws" assisting K students in finding way to & from restrooms, office, & multi-use room.	As needed	Safe Schools \$

Objective 2.1.3:

The school environment will support positive student behavior and interaction.

<u>Activities:</u>	<u>Timeline:</u>	<u>Budget:</u>
2.1.3a The school dress code will be reviewed and changes will be made by the School Site Council.	Oct, 2008	0
2.1.3b LCC School Site Council will review and amend the school behavior standards.	On-going	0

EVALUATION:

Evaluation data to be used to determine the effectiveness of this school safety plan are listed below:

Component 1:

1. Safety Team meeting minutes
2. Staff meeting agendas
3. Discipline records
4. Suspension and In School Suspension records
5. API scores
6. School Accountability Report Card
7. Observations of Second Step lessons
8. School community input
9. Student pre and post survey
10. PIP logs

Component 2:

1. Safety drill log
2. Custodial inspections
3. Accident reports
4. Fire Marshal inspections

There will be a public hearing on this Safety Plan at the School Site/SAC meeting on September 25, 2008.

Little Chico Creek Elementary School 2007/2008

Suspensions:

17 Suspensions
31 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan 2008 / 2009

Marigold Elementary

*2446 Marigold Avenue
Chico, CA 95926
(530) 891-3121*



Marigold Elementary School
2446 Marigold Avenue
Chico, CA 95926
(530) 891-3121

School Safety Team
2008-2009

Rhys Severe, Principal

Merry Derington, Office Manager

Kendra Coupe, Health Aide

Steve Andes, Teacher in Charge

Brian Holderman, Teacher in Charge

David Carroll, Senior Custodian

Action Plan Component I: *People and Programs*

School Vision and Mission

Marigold serves families in the northeast area of Chico. In addition to regular program students, Marigold houses the CUSD Gifted and Talented Education program which consists of self-contained third, fourth, fifth and sixth grade classes. Marigold is a neighbor of Loma Vista, a CUSD Special Education school, and Pleasant Valley High School. Marigold has a strong mainstreaming and integration program with Loma Vista and an effective student aide program with the high school. Marigold Elementary School provides a physically, socially and emotionally safe learning environment for all students and staff members.

School Profile

- Marigold is one of 13 elementary schools in the Chico Unified School Districts. Our student enrollment totals 536 students in grades Kindergarten through sixth.
- The ethnic distribution of our student population is:

Total Enrollment	American Indian or Alaska Native Num.	Asian Num.	Pacific Islander Num.	Hispanic or Latino Num.	Black - not of Hispanic Origin Num.	White – not of Hispanic Origin Num.
551	4	31	1	71	14	428

- A Student Study Team meets twice regularly to review individual students and recommend programs and/or strategies to meet their needs. The school has a Resource Specialist Program and a Special Day Class to serve students with specific learning disabilities. Additional intervention programs available to students include: Primary Intervention Program (PIP) for K-3 students, "Second Step" classroom programs for 2nd and 3rd graders, individual and small group counseling provided by CSUC interns and our school psychologist, an afternoon learning center for grade 1-6 students who are failing to meet grade level standards.
- Other support positions include a library clerks (totaling 15 hours a week), a school nurse (one day a week), a health aide (20 hours a week), a speech therapist (3 days a week), and a school psychologist (2 days a week). Fine Arts teachers works with

students in grades 1-6 providing an enrichment program, as well as release time for regular classroom teachers. We also have a Health/Physical Education Specialist who comes to Marigold on a six-week rotational basis. Finally, a Music Teacher meets with students grades 3-6 as well as instructing the Beginning and Advanced Bands.

- Classified employees include a full-time Office Manager, an attendance clerk (20 hours a week), a health aide (20 hours a week), a computer technician (10 hours a week), two custodians, parent aides in the First Grade and the 2/3 combo classrooms (funded by the SBCP), three special education instructional aides, and a head cook with an assistant.

Goal One: The principal will provide strong leadership, establish a positive style and tone, and set the direction for the school.

Educational research clearly states the need for strong instructional leadership in an effective school. Marigold School has an active School Site Council, which develops the school plan with input from parents, teachers, and other staff. The school principal and teaching staff is committed to creating a "whole school" vision that meets the needs of every child.

Personnel: Principal, Classified, Certificated staff, and parents

Timeline: Ongoing

Goal Two: All students and staff feel physically and psychologically secure.

It is important that 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 accept ownership for what happens at school. Expectations are clearly stated to everyone. Rules are realistic, practical, fair and consistently enforced. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone. Clear and positive academic expectations decrease anxiety that occurs when academic standards are vague. Students and staff want and expect class time to be used efficiently.

Personnel: Principal, Classified, Certificated staff, and parents

Timeline: Ongoing

Goal Three: Behavioral and academic expectations are fair, known to, and understood by students and staff.

Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Marigold students in grades 4-6 have opportunities to participate in student government activities. For part of the year, students in grades 5-6 participate in noon intramural sports organized by the student council. Classroom teachers provide activities to focus on building self-esteem. Students are taught behavioral expectations in the first week of school and a written discipline plan, developed with input from teachers and parents, is sent home at that time. Appropriate behavior in the cafeteria and on the playground is recognized with "Marigold Merit Slips" and other incentive awards. Special good citizen award assemblies are held periodically. Funds for these programs come from PTA or the general site budget. Student suspension is a last resort discipline procedure.

This is year three of our BEST program, which proactively identifies and teaches expected behaviors to students. Key behaviors are identified and lesson plans created to teach all students appropriate behaviors. Positive reinforcements are given to students who model expected behaviors. In addition, "The Virtues Project" is utilized to promote lifelong skills of character.

School staff have been trained in "Love and Logic" methods in order to create a uniform way of communicating with students regarding the behavioral choices students make.

The school psychologist has been assigned one additional half day per week to provide services for students having school adjustment problems.

Personnel: Principal, Classified, Certificated staff, and parents
Timeline: Ongoing

Action Plan Component II: Place

Marigold is located at the corner of East Avenue and Marigold Avenue and is in close proximity to businesses and commercial centers as well as many apartment complexes and single-family homes. The school is directly across Marigold Avenue from Pleasant Valley High School with approximately 2000 students and staff. We are adjacent to Loma Vista, a Special Education facility directly to the south and which shares our playgrounds. East Avenue is a busy thoroughfare, which was widened to five lanes during 2003-04 school year.

Marigold is alert to exposure to safety hazards, such as toxins or heavy traffic. Although not fully fenced, the campus is closed to outsiders, and access signs are prominently displayed at entry points. Adult supervision is provided during recess times, although the school is sometimes short handed due to the difficulty in recruiting supervisors. Communication is maintained by the use of two-way radios. Vehicles have access to the school grounds through two 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 (damaged fences, lights, broken glass, etc.) are promptly corrected.

Marigold has proper protection against slipping in walkways and adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Playground equipment is monitored monthly 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.

Goal One: *School buildings and grounds are well maintained and free of physical hazards.*

School buildings and classrooms are well maintained, free of physical hazards and designed to prevent criminal activities. Classroom teachers create a physical environment that engages students, and establishes a climate that promotes fairness and respect. Classrooms have an appropriate amount of space for student-teacher ratios. Standard incident reporting procedures are used. Valuables and equipment are inventoried and properly engraved for identification, and stored securely. The community uses the school in off-hours. The school and community cooperate in crime prevention.

1. The night custodian will inspect the parking lot lights each night and report burned out lights to the office. **Timeline: On-going**
2. Continue to evaluate pedestrian hazards and safety issues. **Timeline: On-going**
3. Replace and repair two-way walkie-talkies for use by teachers and noon supervisors on recess yard duty. **Timeline: On-going**
4. Purchase safety equipment needed to maintain an adequate level of school safety. **Timeline: On-going**
5. Repair, replace and maintain school safety equipment. **Timeline: On-going**

Goal Two: *All students at Marigold are acknowledged and respected.*

Classroom environments enhance learning and positive interaction among students and staff. Classrooms are orderly. An emergency handbook identifies procedures to follow during an emergency and is posted permanently in every room. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies

to support students, parents and staff. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision-making, career decisions, goal-setting, effective communication, effective relationships and resolving conflicts without violence.

Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff and parents have a strong sense of community at Marigold. Parents are involved in decision-making and policy formation. The home-school relationship is positive. There is a strong sense of personal and professional support amongst all staff members.

Community support agencies such as mental health, child protective services and juvenile probation participate actively in school matters. Police and fire representatives participate in safety reviews of the campus make presentations to students and staff and assist staff in responding more effectively to school security and safety classes.

Personnel: Principal, Classified, Certificated staff, Parents
Timeline: Ongoing

Marigold Elementary School

2007/2008

Suspensions:

0 Suspensions
0 Total Days of Suspension

Expulsions:

0 Expulsions

Neal Dow Safe School Plan 2008-2009

As stated in the California Department of Education's *Safe Schools Planning Guide (2002 Edition)*, safe schools are caring schools. Students in safe schools feel respected and know that the people in that learning community care about their individual needs and expect them to succeed. The students' cultural heritage is respected, and there is tolerance for academic, racial, language, physical, and ethnic differences in the school. Similarly, staff members perceive that they are safe and that their ideas about school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources in improving the school environment and make the school a valued part of the community.

Safe schools are built through the cooperative efforts of parents, students, teachers, classified staff, and community members. The continued involvement of a broad spectrum of the community in the design and constant revision of a safe school plan ensures that the community stays informed and invested in the endeavor to keep the school a safe and successful learning community. The community's involvement also ensures that there are alternatives in the community to assist students who have difficulties adjusting to the school environment.

Safe schools communicate high standards. Students and staff know that learning and achievement are encouraged and highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued regardless of innate academic or physical talents. The consequences for violating the rules and standards are equally clear.

Safe schools stress *prevention* and the staff and students are *prepared*. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict, anger, and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity; drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

This plan examines the issue of safety in schools and recommends strategies and actions for adoption by safe school teams or committees as part of a comprehensive safe school plan.

Neal Dow Mission/Vision: It is the mission of Neal Dow to engage the support of the staff, parents, students, and community partners to nurture the intellectual, emotional, moral, and physical development of all children, encouraging them to become lifelong learners. Also, our mission is to develop responsible adults supporting a global society with tolerance and respect for others. Our 2008-09 vision is to provide a balanced curriculum, and for all students to be reading and writing at grade level by the end of the third grade.

I. Assessment of the Current Status of School Crime

The current status of school crime at Neal Dow would be described as relatively minor and infrequent. However, incidents which are documented by our Discipline and Behavior Records, First Aid Log, Child Protective Service Reporting, Healthy Kids Survey Results, SBIT Reports and Crime Reports include the following:

- Bullying
- Fighting
- Sexual Harassment
- Graffiti
- Vandalism
- Minor Theft
- Neglect
- Abuse

II. Strategies and Programs to Address School Safety

The following strategies, procedures and programs are in effect at Neal Dow to provide school safety and address the school's procedures for complying with existing laws related to school safety.

Bullying, fighting and sexual harassment

Student victims report to any one of the following: teachers, playground supervisors, health aide, nurse, parents or principal. Students who had inappropriate behavior receive a written citation that must be signed by a parent and returned to the school. All incidents of any consequence are referred to the principal or teacher-in-charge for an Office Referral.

The Second Step Program is taught to grades K-3. Second Step and Conflict Management techniques are used to prevent incidents and to give children strategies to use to encourage individual confidence.

The Primary Intervention Program provides support for students who are having difficulty adjusting to school or have difficult domestic situations.

Students in grades 4-6 receive information that is generated at the district level regarding sexual harassment and anti-bullying. All reports are referred to the principal for intervention.

Adult victims report directly to the principal for intervention, following the District's policies.

Suspensions and expulsions

Serious incidents result in an In-School or Out-Of School Suspension and a parent meeting. Students who have inappropriate behavior go on a Behavior Contract.

Students who commit severe incidents are referred to the district's Expulsion Board.

Graffiti, vandalism and minor theft

Incidents of graffiti, vandalism and minor theft are dealt with immediately, however, whenever possible, the persons responsible are expected to repair or replace whatever was damaged, defaced or taken.

The Chico Police Department is contacted for more serious incidents.

Neglect and/or Abuse

Incidents of neglect and/or abuse are referred to Butte County Children's Services as required by law. A phone call is made by the reporter or the principal. A report is filed, and a copy is kept. Very serious incidents are reported to the Chico Police Department. A private space is provided at the school for caseworkers or police officers to talk to students.

Safe ingress and egress

A crossing guard is provided for our students who walk or ride bikes or skate to school and must cross the busy intersection of Downing and 5th avenues. A stop light has been installed to slow traffic at 5th and Neal Dow avenues. Speed bumps have been constructed to slow traffic on both Neal Dow Avenue and Downing Avenue.

Bus Evacuation Drills are conducted annually for all students who regularly ride the school bus.

On class field trips requiring motor vehicle transportation, booster seats are used for students who require them.

Since many of the students who attend Neal Dow have Form 10 permission, a majority of our students arrive by car or public transportation. Once at school, students may purchase or receive a breakfast or participate in supervised homework practice. This begins at 6:45 a.m. At 7:30 a.m. supervision is provided for students by the principal or a teacher-in-charge until the bell rings to allow students on the playground. At 8:05 a.m. supervision is provided for students by certificated staff until the bell rings for students to go to their classrooms.

Supervision is provided for students after school by CARD staff and the 21st Century Program. Kindergarten teachers supervise their students until they are picked up by parents or care providers. A bus supervisor from CARD assures that students get on the transportation that will take them home.

In coordination with the Chico Area Recreation District, a low-cost after-school recreation and homework program is provided for students at our school. During designated times, a free after-school remediation program is offered to identified students.

Students with special needs who must wait for transportation come in to the school office area. Inappropriate incidents that occur before or after school are reported to the principal.

Disaster procedures

Included in the Appendix is a copy of Neal Dow's Emergency Plan. Every classroom and main room has a copy of the plan and a map for emergency evacuation. The front of the booklet is in the color red; the back is in green and has a copy of the class list. This information is to be used for the teacher of the class to give specific directions as to what to do and to be able to account for students. If an evacuation is required, as soon as students have left the building and lined up, teachers take roll and hold up the red side to indicate a missing student or the green side to indicate that all

students are accounted for. The procedures for Code Red are also printed on the back of the Identification Badge worn by each staff member and substitute.

A Neal Dow Incident Response Team has been set up, and a Neal Dow Phone Tree is updated and distributed each year. Under the direction of District personnel, the principal, office manager, teacher-in-charge and custodian have participated in a Safe Schools Simulation training. A second training which will include all members of the staff will be held in the spring.

Emergency Procedures

- Quick Assembly Call
- Call the Crossing Guard
- Call the District office

Notification to teachers

During the year, SBIT meetings and Individualized Educational Plan meetings are held to develop plans for individual students who have been identified as having needs or problems of any kind. Teachers meet in grade level groups to determine class lists each year. Students who have been identified as having specific needs or problems are noted for the new teacher.

Schoolwide discipline and dress code

Included in the Appendix is a copy of the Neal Dow School Handbook. This handbook is updated yearly, and it is made available to parents at Back-To-School Night. Notification of its availability is announced in the weekly parent newsletter, and a number of copies are kept on the parent informational bookshelf in the main hallway. All new parents are given a copy upon registration.

The Neal Dow School Handbook has a section which pertains to both Dress Code and Rules and Procedures on School Discipline.

III. A Safe and Orderly Environment

A. Component 1 - Personal Characteristics, Culture and Social Environment of Students and Staff

Our goals are:

- To provide a setting where each individual will be treated with dignity and respect.
- To have clear, well-defined student expectations.
- To provide a safe, nurturing environment in which children may learn.

1. Areas of Strength

The Neal Dow Safe School Planning Committee recognizes and commends the students, staff, parents, and community for their dedication to developing and implementing programs and activities at Neal Dow School that have a positive effect on the physical and psychological well-being of all persons on campus.

- The Student Council is active and provides leadership for many student projects.

- A Second Step Program helps primary students learn to resolve problems peacefully.
- Neal Dow has a strong, talented staff that provides excellent guidance.
- Collaboration with the university allows members of our staff to mentor student teachers.
- Most of the parents at Neal Dow are excellent role models for their children.
- Many of the parents at Neal Dow volunteer in classrooms and participate in school activities.
- CAVE Aides
- All volunteers complete information forms and provide proof of TB clearance, in accordance with District policy.
- All visitors to the Neal Dow campus sign in at the front desk upon arrival. While on campus, Parent Volunteers wear name badges; other visitors wear a red visitor tag.
- Neal Dow has an active, productive Parent Teacher Association.
- Neal Dow has a program of support services which benefits all students, families and staff:
 - After School Literacy Program
 - C.A.R.D. After School Program
 - SBIT
 - Primary Intervention Program
 - Reading Recovery
 - Resource Program
 - Special Day Class
 - Speech Services
 - ESL
 - Free and Reduced Breakfast and Lunch Programs
- Neal Dow receives much community support from business partners.
- Back to School Night and Open House are annual events.
- Awards Assemblies held at the end of each trimester celebrate good citizenship.
- Classroom recognition for student progress and growth is ongoing.
- Classroom meetings are held regularly to problem solve and air concerns.
- Dragon Paws are awarded for "Catching Students Being Good."
- Rules for behavior expectations are explained to all students at the beginning of the school year in class, on the school broadcasts, and in school assemblies.
- Every parent receives a copy of the behavior expectations in the school handbook.
- Recognition of contributions to the school through the use of assemblies, newsletter articles, thank-you letters, and the marquee.
- The Neal Dow community makes a special effort to develop clear, fair rules and guidelines with consistent consequences and frequent acknowledgment of progress and success.

- Two certificated staff members are on duty on the playground for each recess during school hours.
- The Neal Dow community makes a special effort to appreciate and respect academic, ethnic, cultural, and religious differences within the school community.
- Teachers take a first aid kit on all field trip.
- Teachers carry a cell phone on field trips.
- The school vision and mission statement support this component.
- Student/staff concern for each other is noted.
- Teacher/staff dedication is evidenced.
- All teachers have received CLAD certification.
- Parent support of the staff and school is apparent, as evidenced by the high percentage of parent volunteers and the number of donations we receive.
- Respect for learning is a standard.
- Family oriented activities are held, such as the school carnival, book fairs, ice cream socials, awards assemblies, classroom and school-wide performances, Winter Festival, and Open House.
- School-to-home communication is provided regularly through the school newsletter and individual classroom newsletters.
- Developmentally appropriate curriculum materials are available.
- Classrooms participate in the Service Learning Program to promote community values.
- District policy regarding student privacy is adhered to, with limited access to student records and directory information.
- "Lock Blocks" designed by a member of our staff are used on doors to facilitate lock-down in the event of an emergency.

2. Objectives, Activities and Timelines

- a. Objective - Decrease the number of classroom interruptions.

Activities:

- Review parent guidelines for relaying messages for students during the school day.
- Review the system for messages between office and classrooms.

Person(s) responsible for implementation: All staff.

Timeline: Ongoing.

- b. Objective - Continue providing recognition for students for achievement and citizenship.
Activity:
 - Dragon Paws, assembly awards, classroom rewards, and cash-in days.
Person(s) responsible for implementation: All Staff.
Timeline: Ongoing.
- c. Objective - Continue providing consistent guidance and consequences.
Activity:
 - Tag Moves, Time Outs, Pink Slips, Office Referrals, Suspensions.
Person(s) responsible for implementation: All Staff.
Timeline: Ongoing.
- d. Continue to share strategies for teaching tolerance and an appreciation of differences and meeting the diverse learning styles and needs of all Neal Dow students.
Activity:
 - Continue to share strategies for teaching tolerance and an appreciation of differences in grade level meetings.
 - Staff agenda topic.
 - Newsletter
Person(s) responsible for implementation: All Staff.
Timeline: Ongoing.

B. Component 2 - The School's Physical Environment

Our goal is:

To provide a safe and attractive environment where students, staff, and community have a sense of pride.

1. Areas of Strength

- The support of Neal Dow's campus garden areas.
- Eradication of graffiti.
- Monthly Fire Drills and quarterly Earthquake Drills.
- Use of clipboards containing First Aid supplies and a list of special needs students during recess supervision.
- Locked playground gates and doors to infrequently-used areas.
- Use of the facility by the community during non-school hours.
- Response to neighborhood concerns.
- Displays of student work.
- New playground structure.
- District improvements.
- Holistic Playground

2. Objectives, Activities and Timelines

- a. Objective - Follow safe practices in painting and art projects.
Activity:
 - Follow district procedure.
 Person(s) responsible for implementation: Staff.
 Timeline: Ongoing.

- b. Objective - Improve the ongoing maintenance and upkeep of our site.
Activity:
 - Give regular input to school secretary and administrators regarding our site's specific needs for custodial assignments and work orders.
 - Develop a regular schedule for ongoing facility maintenance: Scouring drinking fountains, washing windows, dusting counters, cleaning sills and baseboards, removing cobwebs, hosing the kindergarten area, disinfecting handles and light switches.
 - Set up a student clean-up plan for the grounds.
 Person(s) responsible for implementation: Staff.
 Timeline: Ongoing.

- c. Objective - Counsel caregivers so that students are not dropped off too early or picked up too late.
Activities:
 - Communicate with both day care and district transportation to clarify school schedule so students are not dropped off too early or picked up too late.
 - Handbook article to inform parents of school times.
 - Neal Dow News articles to remind parents of school times.
 Person(s) responsible for implementation: Bus Supervisor and Administrator.
 Timeline: Ongoing.

- d. Objective - Continue to work on the school communication system.
Activity:
 - Remind teachers about the walkie-talkie system.
 Person(s) responsible for implementation: Administrator.
 Timeline: Ongoing.

- e. Objective - Keep the multipurpose room safe, clean and attractive.
Activities:
 - Persons using the stage or general area will leave it clean.
 - Exits will not be blocked.
 - Items should be safely stored in an attractive manner.
 - Only agreed upon items should be stored.
 Person(s) responsible for implementation: All Staff.
 Timeline: Ongoing.

- f. Objective - Keep the primary wing safe, clean and attractive.

Activities:

- Deliveries should be put away promptly.
- Fire safety regulations will be followed.
- Items should be safely stored in an attractive manner.
- Only agreed upon items should be stored.
- The work room will be left clean.
- The staff room will be left clean.

Person(s) responsible for implementation: All Staff.

Timeline: Ongoing.

- g. Objective - Keep the kindergarten area safe, clean and attractive.

Activities:

- Hose off the outside area every two weeks in the hot weather.
- The kindergarten rooms will be cleaned each day.
- The kindergarten rooms will be deep cleaned each time we track in.
- Fire safety regulations will be followed.

Person(s) responsible for implementation: Custodians and
Kindergarten Staff.

Timeline: Ongoing.

- h. Objective - Keep the Roundhouse safe, clean and attractive.

Activities:

- Fire safety regulations will be followed.
- Determine a fair way to display classroom projects in the library area.
- Materials in the workroom are to be placed neatly on shelves by grade level.
- Correct drainage problems which cause muddy areas at classroom entryways.
- Eliminate ledge along walkway.

Person(s) responsible for implementation: All Staff.

Timeline: Ongoing.

- i. Objective – Keep Special Ed areas safe, clean and attractive.
Activities:
- Fire safety regulations will be followed.
 - Keep the ramp clear for the portable building.
 - Be sure the chairs and table for the Resource Room are stacked clear of the exit when not in use.
- Person(s) responsible for implementation: All Staff.
Timeline: Ongoing.
- j. Objective – Keep Playground area safe, clean and attractive.
Activities:
- Correct uneven surface area.
- Person(s) responsible for implementation: All Staff.
Timeline: Ongoing.
- k. Objective – Maintain a high standard of cleanliness in all classrooms.
Activities:
- Meet with District personnel to evaluate and revise custodial duties.
- Person(s) responsible for implementation: Administrator, Staff,
Parents, District personnel.
Timeline: Ongoing.

C. Evaluation Data

Component 1

1. Safety Meeting Minutes via SSC
2. Staff Meeting Agendas-online debriefs
3. Grade Level Toolkit Binder
4. Neal Dow News online
5. Discipline via SASI system
6. SBIT
7. Individualized Educational Plan File-with School Psychologist
8. School Handbook
9. Emergency Guide
10. Sexual Harassment/Complaint Forms posted
11. Health Log
12. Parent Information Area-PTA Bulletin Board
13. School Accountability Report Card-online
14. Volunteer Forms Binder
15. Phone Tree-Office-Crisis Response Box

Component 2

1. Health & Safety Checklist
2. Custodial Inspections
3. Fire Inspections
4. Safety Drill Records
5. Health Log

**NEAL DOW SAFE SCHOOL COMMITTEE
2008-2009**

Last Name	First Name	Capacity
Rees	Marilyn	Principal
O'Connell	Jeanne	Teacher
Loughman	Anna	Parent
McLaughlin	June	Parent
Mickelson	Tina	Parent
Royat	Greg	Parent
Wilhelm	Tiffany	Parent
Kingman	Wendy	Teacher
Penman	Sheila	Teacher
Miranda	Jill	Secretary

Neal Dow Elementary School 2007/2008

Suspensions:

11 Suspensions
14 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan

2008 - 2009

Parkview Elementary School

1770 East 8th Street
Chico, CA 95928
530.891.3114
FAX 530.891.3230

Safety Team Members

Liz Capen – Principal
Rachel Tadeo – Teacher in Charge
Rudy Lauterio – President School Site Council; Teacher in Charge
School Office Manager
Claudia Anderson – Attendance Clerk
Karen Stornetta – Health Aide
Martha Ramirez – BEST member; parent

Mission Statement

Parkview Elementary School is dedicated to providing students with a quality academic and social education that guarantees individual student success. This is accomplished through a collaborative professional environment, standards-based instruction and materials, curriculum alignment and on-going assessment in a safe, engaging, language-rich environment. The school's richness of cultures and backgrounds is one of its strengths and mirrors our ever-changing world.

Parkview Elementary School

Safe Schools Plan

2008-2009

As stated in the California Department of Education's *Safe Schools Planning Guide (2002 Edition)*, safe schools are caring schools. Students in safe schools feel respected and know that the people in that learning community care about their individual needs and expect them to succeed. The students' cultural heritage is respected, and there is tolerance for academic, racial, language, physical, and ethnic differences in the school. Similarly, staff members perceive that they are safe and that their ideas about school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources in improving the school environment and make the school a valued part of the community.

Safe schools are built through the cooperative efforts of parents, students, teachers, classified staff, and community members. The continued involvement of a broad spectrum of the community in the design and constant revision of a safe school plan ensures that the community stays informed and invested in the endeavor to keep the school a safe and successful learning community. The community's involvement also ensures that there are alternatives in the community to assist students who have difficulties adjusting to the school environment.

Safe schools communicate high standards. Students and staff know that learning and achievement are encouraged and highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued regardless of innate academic or physical talents. The consequences for violating the rules and standards are equally clear.

Safe schools stress *prevention* and the staff and students are *prepared*. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict, anger, and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity; drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

This plan examines the issue of safety in schools and recommends strategies and actions for adoption by safe school teams or committees as part of a comprehensive safe school plan.

I. Assessment of the Current Status of School Crime

The current status of school crime at Parkview Elementary School would be described as relatively minor and infrequent. However, incidents which are documented by our Discipline and Behavior Records, First Aid Log, Child Protective Service Reporting, and Student Study Team Reports include the following:

- Bullying
- Fighting
- Vandalism
- Minor Theft
- Neglect
- Abuse

II. Strategies and Programs to Address School Safety

The following strategies, procedures and programs are in effect at Parkview Elementary School to provide school safety and address the school's procedures for complying with existing laws related to school safety.

Bullying, fighting and sexual harassment

Student victims report to any one of the following: teachers, playground supervisors, health aide, nurse, parents or principal. Students who had inappropriate behavior receive a written citation that must be signed by a parent and returned to the school. All incidents of any consequence are referred to the principal or teacher-in-charge for an Office Referral.

The majority of the staff has been trained to teach Healthy Play strategies to their students. All staff members attended 9 sessions of Love and Logic training during the 2004-2006 school years. There were 3 following up trainings in 2006-07 and 2007-08 school years. Techniques are used to prevent incidents and to give children strategies to use to encourage individual confidence.

Parkview was awarded another 3 year grant with the state of California's mental health department. The SSC approved expenditures to add 7 hours a week of additional time with a trained instructional aide. This grant and the additional expenditures provide for training in Second Step and Steps to Respect. These programs specifically address the problems associated with bullying. Further, we provide 4 hours daily for one on one time with the Primary Intervention Program.

Students in grades 4-6 receive information that is generated at the district level regarding sexual harassment. All reports are referred to the principal for intervention.

Adult victims report directly to the principal for intervention, following the District's policies.

Suspensions and expulsions

Serious incidents result in an In-School or Out-Of School Suspension and a parent meeting. Students who commit very severe incidents are referred to the district's Expulsion Board.

Graffiti, vandalism and minor theft

Incidents of graffiti, vandalism and minor theft are dealt with in the same manner as above; however, whenever possible, the persons responsible are expected to repair or replace whatever was damaged, defaced or taken.

The Chico Police Department is contacted for more serious incidents.

Neglect and/or Abuse

Incidents of neglect and/or abuse are referred to Butte County Children's Services as required by law. A phone call is made by the reporter or the principal. A report is filed, and a copy is kept. Very serious incidents are reported to the Chico Police Department. A private space is provided at the school for caseworkers or police officers to talk to students.

Safe ingress and egress

A crossing guard is provided for our students who walk or ride bikes or skate to school and must cross the intersection of Alpine and East 8th Street. A stop is in place to slow traffic on East 8th Street.

On class field trips requiring motor vehicle transportation, booster seats are used for students who require them.

Many of the students who attend Parkview Elementary School live outside the two mile school boundary, and arrive by walking, bicycle, car or public transportation. Once at school, students may purchase or receive a breakfast or participate in the supervised Early Risers program. The Early Risers program begins at 6:30 a.m. Funding for this program is from a Federal Competitive Grant, 21st Century Grant and the California After Schools Grant. The breakfast program begins at 7:45 a.m. At 8:00 a.m. supervision is provided for students by school certificated personnel until the bell rings at 8:18 a.m. for the students to go to their classrooms.

Supervision is provided for students after school by certificated staff for ten minutes after dismissal. Kindergarten teachers supervise their students until they are picked up by parents or care providers.

In cooperation with the Chico Area Recreation District, the Boys and Girls Club, and the 21st Century Grant and the California After School Grant, a no-cost after-school recreation and homework program is provided for students at our school. A free after-school remediation program is offered for below grade level students using California hourly program moneys.

Students who must wait for transportation come in to the school office area. Inappropriate incidents that occur before or after school are reported to the principal.

The principal and school district representatives have been working on plans for the street renovation project. The city will help Parkview with a better ingress at the stop area, creating a covered waiting area for students needed the help of our crossing guard and finally better parking in our parking lot. This work was mostly finished for the school beginning in Aug. 2008. The street has a gently curving nature which makes fast driving almost an impossibility. There is a widened bike path for students' safety.

Disaster procedures

Every classroom and main office has a copy of the plan and a map for emergency evacuation. The front of the plan is in the color red; the back is in green. This information sheet is used by the teacher as a reminder regarding the specific directions and as a signal to account for students. When an evacuation is required, students walk to designated areas and line up. The teachers take roll and display the red side to indicate a missing student or the green side to indicate that all students are accounted for.

A Parkview Incident Response Team has been set up, and a Parkview Phone Tree is updated and distributed each year. Under the direction of District personnel, the principal, office manager, teacher-in-charge and custodian have participated in Safe Schools Simulation training. A second training was held that included all members of the staff during the spring of 2004.

Notification to teachers

During the year, Student Study Team meetings and Individualized Educational Plan meetings are held to develop plans for individual students who have been identified as having needs or problems of any kind. Teachers meet in grade level groups to determine class lists each year. Students who have been identified as having specific needs or problems are noted for the new teacher. Shortly after the start of each year, teachers and the principal meet to discuss the teacher's professional plans for the year and to highlight students who are of special concern. These students are closely monitored throughout the year.

Upon arrival, Cumulative Record Files of students new to the school are read by the Principal, Attendance Clerk, health aide or nurse, teacher, psychologist, Title 1 and Resource Specialist. Students with special concerns are identified, and teachers and/or specialists are notified so that individual needs can be addressed.

Teachers are notified throughout the year when students are suspended. Cum folders are reviewed for behavioral concerns. When the principal notices evidence indicating a child has had behavioral issues, the teacher and other pertinent staff are notified.

School-wide discipline and dress code

The Parkview School Handbook was reviewed and updated during the summer of 2007. Copies of the handbook were given to all students/parents in Spanish or English. Parents and students must sign an acknowledgment card that they have reviewed the handbook and will abide by the rules outlined. The handbook is updated yearly, and it is made available to parents in the first day packet, and at Back-To-School Night. Notification of its availability is announced in the weekly parent newsletter, and a number of copies are kept in the school office. All new parents are given a copy upon registration.

The Parkview School Handbook includes a section which pertains to both Dress Code and Rules and Procedures on School Discipline.

During the 07-08 school year, a leadership team of teachers, the principal, a yard supervisor and a parent were trained in a program called BEST. During the 3 day training, we developed a school wide plan for supporting and rewarding students, teaching a set of expected behaviors and a system for referring misbehaviors to teachers, the principal and when necessary the parents. The leadership team meets

monthly to review and refine the plan. During the 08-09 school year, the staff will receive weekly areas of concentration for behavior teaching and the BEST team will continue to meet.

III. A Safe and Orderly Environment

A. Component 1 - Personal Characteristics, Culture and Social Environment of Students and Staff

Our goal is to diminish misunderstanding between groups and support the diversity of the school.

Ethnic / Cultural Diversity

- All backgrounds of students are acknowledged, respected, and incorporated in the school curriculum and activities.
- Two-Way Immersion and English Language Development (ELD) programs are provided; cultural integration efforts are incorporated in orientations and guidance programs.
- Translators are utilized when needed.
- A school-wide Multi-Cultural Festival is held during the spring.

Support Systems for Students and Staff

- Social service support systems are coordinated with Parkview School to provide needed services (e.g. food, clothing, shelter, protective services, parenting classes, support groups).
- Curriculum and support services are designed and modified to address student needs. These services include but are not limited to Title 1 School-wide Program, Reading Recovery, Levelized Reading Groups, Before and After School Groups.

Staff Expertise

- Quality staff members representing the gender and racial or ethnic backgrounds of students and having diversified expertise are recruited to work effectively with students. The Immersion Program recruits teachers who have native or near-native Spanish language skills.
- The Parkview staff receives ongoing inservice training to meet the changing needs of the student body (e.g. conflict resolution, classroom management, cultural awareness, ESL, drug and alcohol abuse prevention, child abuse reporting requirements).
- Parkview coordinates with community health services to provide information to parents and students. Other city and county agencies provide prevention and intervention programs, i.e. Physical Agility course offered by the Chico Police Officers and the Fire Prevention program provided by the Chico Fire Department. Five a Day, Opt Fit for Kids and Step Fit which is sponsored by the Rotary Club help promote nutrition and fitness awareness to the students and staff.

Physical / Health Concerns

- Education programs are geared to specific health issues (e.g. nutrition, family life education, alcohol, tobacco and other drug abuse prevention).
- Parkview coordinates with community health services for prevention and intervention programs for students and their families. The Title I teachers, support teachers and classroom teachers work together with the school psychologist to provide support to students and families.

Areas of Strength

The Parkview Safe School Planning Committee recognizes and commends the students, staff, parents, and community for their dedication to developing and implementing programs and activities at Parkview School that have a positive effect on the physical and psychological well-being of all persons on campus.

- The Student Council is active and provides leadership for many student projects.
- Second Step curriculum helps primary students learn to resolve problems peacefully.
- Parkview has a strong, talented staff that provides excellent guidance.
- Collaboration with the university allows members of our staff to mentor student teachers.
- Most of the parents at Parkview are excellent role models for their children.
- Many of the parents at Parkview volunteer in classrooms and participate in school activities.
- CAVE Aides, America Reads, AmeriCorp volunteers, and high school ROP students from area high schools provide assistance in the classrooms.
- All volunteers complete information forms and provide proof of TB clearance, in accordance with District policy.
- All visitors to the Parkview campus sign in at the front desk upon arrival. While on campus, all visitors and parent volunteers wear a visitor badge. All substitutes are required to identify themselves by wearing a substitute badge on a lanyard.
- Parkview has an active, productive Parent Teacher Organization.
- Parkview has a program of support services which benefits all students, families and staff:
 - After School Literacy Program
 - PALS Reading Program
 - C.A.R.D. After School Program
 - Boys and Girls Club
 - Student Study Teams
 - Reading Recovery
 - Resource Program

- Special Day Class
- Speech Services
- ESL
- Free and Reduced Breakfast and Lunch Programs
- Parkview receives community support from business partners.
- Back to School Night and Open House are annual events.
- Awards Assemblies held at the end of each month celebrate good citizenship.
- Classroom recognition for student progress and growth is ongoing.
- Classroom meetings are held regularly to problem solve and air concerns.
- Pink Panther Award slips are awarded.
- Rules for behavior expectations are explained to all students at the beginning of the school year in class, in the school newsletter, and in school assemblies.
- Every parent receives a copy of the behavior expectations in the school handbook.
- The Parkview community makes a special effort to develop clear, fair rules and guidelines with consistent consequences and frequent acknowledgment of progress and success.
- Certificated staff members are on duty on the playground for each recess during school hours, and a Study Center is also open for students to complete homework or take a "time out" from the playground.
- The Parkview community makes a special effort to appreciate and respect academic, ethnic, cultural, and religious differences within the school community.
- Teachers take a first aid kit on all field trip.
- Most teachers carry a cell phone on field trips.
- The school vision and mission statement support this component.
- Student/staff concern for each other is noted.
- Teacher/staff dedication is evidenced.
- All teachers have received CLAD certification.
- Parent support of the staff and school is apparent, as evidenced by the high percentage of parent volunteers.
- Respect for learning is a standard.
- Family oriented activities are held, such as the school harvest festival, book fairs, awards assemblies, classroom and school-wide performances, holiday sing-along, winter and spring concerts, Science Night, Multi-Cultural Festival and Open House.
- School-to-home communication is provided regularly through the school newsletter and individual classroom newsletters.
- Developmentally appropriate curriculum materials are available.
- District policy regarding student privacy is adhered to, with limited access to student records and directory information.

- “Lock Blocks” are currently used on doors to facilitate lock-down in the event of an emergency.

Objectives, Activities and Timelines

- a. Objective - Decrease the number of classroom interruptions.
Activities:
 - Review parent guidelines for relaying messages for students during the school day.
 - Review the system for messages between office and classrooms.Person(s) responsible for implementation: All staff
Timeline: Ongoing
- b. Objective - Continue providing recognition for students for achievement and citizenship.
Activity:
 - Pink slips, assembly awards, classroom rewards.Person(s) responsible for implementation: All Staff.
Timeline: Ongoing
- c. Objective - Continue providing consistent guidance and consequences.
Activity:
 - “Love and Logic” methods, Tag Moves, Time Outs, Citation slips, Office Referrals, Suspensions
 - Review behavior/reinforcement system during a 3 year training opportunity called BEST.Person(s) responsible for implementation: All Staff.
Timeline: Ongoing.
- d. Continue to share strategies for teaching tolerance, appreciating the differences of the student population and meeting the diverse learning styles and needs of all Parkview students.
Activity:
 - Continue to share strategies for teaching tolerance and an appreciation of differences in grade level meetings.
 - Staff agenda topic
 - PREVIEW topicPerson(s) responsible for implementation: All Staff.
Timeline: Ongoing

B. Component 2 - The School’s Physical Environment

Our goal is to provide an environment where students, staff, and parents feel a sense of self, school and community pride and a commitment to creating a safe and nurturing climate at Parkview School.

School Location

- The school seeks the cooperation of nearby businesses to obtain information on possible student crimes and truancy.
- The school is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby commercial areas.
- Parkview School is in close proximity to a Mini Mart and numerous apartment complexes. Parkview is an integral part of the community through its partnership with various businesses and participation in community activities. Parkview seeks the cooperation of nearby businesses and neighbors of the campus in providing for student safety.

School Grounds

- The campus perimeter is secure from criminal activity. The campus is closed to outsiders, and access signs are displayed prominently at entry points (PC 627.2, 627.5 and Ed. 32211). Vehicles do not have easy access to school grounds. Upon entry to campus, visitors are provided with a visitor pass.
- Two-way radios are carried by supervisors and the head custodian when children are out at recess and lunch.
- Places for loitering are limited, bathrooms are patrolled and appropriate lighting is installed in hallways.
- Physical conditions that could lead to accidental harm (e.g. damaged fences, lights, and broken glass) are promptly removed or corrected.
- Parkview has proper protection against slipping in hallways, adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. Play equipment is checked in a timely manner.
- The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately.
- The congested traffic situation in front of the school continues to pose a safety concern. Orange cones are placed out each day designating the drop-off zone,

School Buildings / Classrooms

- Parkview's buildings and classrooms are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.
- Classrooms have an appropriate amount of space for the student-teacher ratio and provide a cheerful welcoming atmosphere. All recommendations from the City of Chico Fire Marshal are followed.

Internal Security Procedures

- Standard incident reporting procedures are used.
- Valuables and equipment are inventoried, properly engraved for identification, and stored securely.
- Campus security is coordinated with law enforcement.
- The community uses the school during off-hours after completing the district facility use forms.
- The school and community cooperate in crime prevention. Fire drills are conducted and recorded monthly. Code red drills are held quarterly along with earthquake preparedness skills.

Areas of Strength

- The support of Parkview's campus garden areas.
- Eradication of graffiti.
- Monthly Fire Drills and quarterly Earthquake Drills.
- Use of clipboards containing First Aid supplies and a list of special needs students during recess supervision.
- Locked playground gates and doors to infrequently-used areas.
- Use of the facility by the community during non-school hours.
- Response to neighborhood concerns.
- Recognition of contributions to the school through the use of assemblies, newsletter articles, thank-you letters, and the marquee.
- Displays of student work.
- Classroom newsletters.
- District improvements.

Objectives, Activities and Timelines

- a. Objective - Improve the traffic situation in and around the school parking lot.

Activities:

- Hold informational meetings with parents.
- Send newsletters home explaining the parking procedure.
- Explain the parking procedure at parent meetings such as PTO and Back to School Night.
- Input from M&O

Persons responsible for implementation: Administrator.

Timeline: Each Year.

- b. Objective - Improve the ongoing maintenance and upkeep of our site.

Activity:

- Give regular input to school secretary and administrators regarding our site's specific needs for custodial assignments and work orders.
- Develop a regular schedule for ongoing facility maintenance: Scouring drinking fountains, washing windows, dusting

counters, cleaning sills and baseboards, removing cobwebs, hosing the kindergarten area, disinfecting handles and light switches.

- Set up a student clean-up plan for the grounds.

Person(s) responsible for implementation: Staff.

Timeline: Ongoing.

- c. Objective - Counsel caregivers so that students are not dropped off too early or picked up too late.

Activities:

- Communicate with both parents and day care providers to clarify school schedule so students are not dropped off too early or picked up too late.
- Handbook article to inform parents of school times.
- PREVIEW articles to remind parents of school times.

Person(s) responsible for implementation: Administrator.

Timeline: Ongoing.

- d. Objective - Continue to work on the school communication system.

Activity:

- Remind teachers about the walkie-talkie system.

Person(s) responsible for implementation: Administrator.

Timeline: Ongoing.

- e. Objective - Keep the multipurpose room safe, clean and attractive.

Activities:

- Persons using the stage or general area will leave it clean.
- Exits will not be blocked.
- CARD directors should be supervised.
- Items should be safely stored in an attractive manner.
- Only agreed upon items should be stored.

Person(s) responsible for implementation: All Staff.

Timeline: Ongoing

- f. Objective - Keep all school areas safe, clean and attractive.

Activities:

- Deliveries should be put away promptly.
- Fire safety regulations will be followed.
- Items should be safely stored in an attractive manner.
- Only agreed upon items should be stored.
- The work room will be left clean
- The staff room will be left clean.

Person(s) responsible for implementation: All Staff.

Timeline: Ongoing.

C. Evaluation Data

Component 1

1. Safety Meeting Minutes
2. Staff Meeting Agendas & Minutes
3. Grade Level Minutes
4. PREVIEW binder
5. Discipline Binder
6. Student Study Team Binder
7. Individualized Educational Plan File
8. School Handbook
9. Sexual Harassment Letter
10. Health Log
11. Parent Information Area
12. School Accountability Report Card
13. Volunteer Forms Binder
14. Phone Tree

Component 2

1. Health & Safety Checklist
2. Custodial Inspections
3. Fire Inspections
4. Safety Drill Records
5. Health Log

Parkview Elementary School

2007/2008

Suspensions:

24 Suspensions
41 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan 2008-2009

Rosedale Elementary School

*100 Oak Street
Chico, CA 95928
(530) 891-3104
Fax (530) 891-3164*

Action Plan Component I: *People And Programs*

School Vision and Mission

Rosedale Elementary School's vision is a safe, educational community with constant collaboration between adults and children of all ages, cultures, and life experiences that are welcomed, respected, involved and valued.

Rosedale 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.

Our Mission:

The Rosedale team is committed to providing a culture of academic and life success for all of our students.

School Profile

Rosedale is a K-6 school with a culturally diverse student population. Currently, the school houses approximately 445 students. Teachers, staff and students respect each other and strive to develop each student's unique potential in a safe and enriched learning environment.

There are currently 26 teachers on staff and a full time principal. Included in the total are 13 certificated bilingual teachers teaching in the Two-Way Immersion program within our school. Also included in the total are 13 certificated CLAD teachers who teach in our neighborhood program within our school. There is one full-time and three part-time Title I teachers. In addition, we support student learning by the support of instructional aides, and various other support staff and volunteers.

One day a week, Rosedale employs a team of teachers who provide Visual and Performing Arts standards-based instruction to classes while the teacher meet as a Professional Learning Community (PLC). During the 45 minute PLC, the grade-similar team of teachers reviews assessment data, plans lessons and organizes intervention groups for students that need remediation.

The school has a wide ethnic variety in its student population that is inclusive of students with special needs. All classes contain students that have a dominant language other than English. Rosedale has one Special Day Class, one EBD class and a Resource Specialist Class. Faculty also includes a music instructor, a fine arts instructor, a PE/Health

Specialist, PIP aide, school psychologist and community-based English tutors from the university. A school nurse and nurse's aide provide school health services. Either the nurse or the aide is here for daily coverage. Speech and language services are provided by a speech therapist that spends 3 days each week on campus. In addition, the school employs a Parent Liaison who works with parents and families with our home to school connection. This is also the second year of implementation of the Parent as Teachers Program. Also, a Head Start Program is located on the Rosedale Campus.

Rosedale houses one of the CUSD K-6 Two-Way Spanish Immersion Programs. This program provides students with the opportunity to become bilingual and bi-literate. This means that children will be able to speak, read and write fluently in both Spanish and English. We try to maintain a 50/50 or 33/33/33 ratio between English, Spanish, and incoming Bilingual speakers throughout the classes.

Rosedale has an extensive Title I program. Students are grouped based on individual reading abilities and instructed by classroom teachers, support staff and trained instructional aides. Part of the program gives supplemental assistance to students in the classrooms through trained instructional aides. Intervention programs include: Reading Recovery, Guided Reading, Read Naturally, Into English and Soar to Success.

Rosedale has a library that is operated by a library media specialist. Classes are scheduled on a weekly basis to visit and check out books.

Students attend school Monday, Tuesday, Thursday and Friday for 300 minutes in grades 1-3 and 323 minutes in grades 4-6. Wednesday's students in grades 1-3 attend 206 minutes and grades 4-6 attend 215 minutes. Wednesdays are early release days for teacher to collaborate and plan. The extended M,T,TH,F schedule allows for time to be banked so that the total number of instructional minutes remains consistent with the rest of Chico Unified and the Department of Education. Morning Kindergarten students attend 200 minutes daily.

The demographic makeup of Rosedale is as follows: 49% Latino/Hispanic, 37% Caucasian, 6% Asian, 4% African-American, 2% American Indian, and 2% with other nationalities making up the remainder.

Goal One: The principal will provide strong leadership, establish a positive style and tone, and set the direction for the school.

The principal provides strong leadership, establishes positive style and tone and sets the direction for the school. The principal seeks and wants ideas and suggestions from staff, students, parents and community. The principal recognizes the importance of staff attitudes toward and treatment of students and parents; the principal models and expects staff to demonstrate responsiveness, respect, consideration and sensitivity. Readily available to all members of school community, the principal is highly visible on campus and in classrooms. In addition, she is actively involved in curriculum matters. Students,

parents, and staff participate in goal setting and know how decisions are made at the school. Whenever possible, students and staff can make important choices. A contingency plan identifies procedures to follow during an emergency. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents and staff.

All of the certificated staff, classrooms aides, supervisors, and office staff participated in a 9 month *Love and Logic* training which is being implemented in all of our classrooms, as well as the after school program. Certificated staff and students also had training in Healthy Play, a PE and games program that supports and teaches cooperation, encouragement, safety and teamwork. Teachers and aides provide Healthy Play games and lessons daily. Classroom environments enhance learning, and positive interaction between students and staff is highly visible. Second Step curriculum is also used school-wide. This program promotes: personal and social skill development, addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decisions making, career decisions, goal setting, effective communication, and effective relationships.

Personnel: Principal, Classified, Certificated staff, and parents
Timeline: Ongoing

Goal Two: All students and staff feel physically and psychologically secure.

It is important that 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 accept ownership for what happens at school. Expectations are clearly stated to everyone. Rules are realistic, practical, fair and consistently enforced. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone. Clear and positive academic expectations decrease anxiety that occurs when academic standards are vague. Students and staff want and expect class time to be used efficiently.

Personnel: Principal, Classified, Certificated staff, and parents
Timeline: Ongoing

Goal Three: Behavioral and academic expectations are fair, known to, and understood by students and staff.

Consequences for violating behavioral and academic expectations are fair, known to, and understood by students and staff. Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations, and focus on the cause of problems, not the

symptoms. The discipline policy includes developmentally appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate; rewards are varied and personal. Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

Rosedale has a school-wide discipline plan based on Love and Logic. The discipline plan recognizes students for good behavior and provides intervention for those who choose to ignore school rules. Activities for students and families to promote self-esteem, positive feelings and school spirit include Raccoon (citizenship) awards, PE with the principal, monthly assemblies, family reading activities (Family Literacy morning, where snacks and beverages are provided to families in the library), and school t-shirts on Fridays. Rosedale encourages participation in student governance called Leadership Club, an after school enrichment program that provides leadership opportunities and positive peer role models. Rosedale's staff believes that students who feel good about themselves will be significantly more successful in school, and that students who are successful in school will feel good about themselves. The total staff strives to accentuate the positive. Recognition of academic achievement is held at the close of each grading period. Citizenship assemblies are held monthly to recognize positive behavior. Rosedale TV, a daily closed-circuit system, allows students to be recognized for achievements, reminds students of school behavior expectations and allows students to participate in leadership roles.

Budget:	\$7,000 (funds sources: PTO, Title I and SBCP)
Personnel:	Principal, Classified and Certificated staff, parents
Materials:	Second Step, Awards Assemblies, Student Government, CUSD adopted curriculum, Diversity Curriculum
Training:	Staff Development Videos, BCOE, and other staff development as per Plan
Timeline:	Ongoing

Action Plan Component II: *Place*

Rosedale is located on the west side of Chico. The school is in close proximity to many businesses, commercial centers, and California State University, Chico. Rosedale is an integral part of community. The school seeks the cooperation of nearby businesses to insure appropriate student behaviors, interactions and safety. Once a student arrives on campus he/she cannot leave before the end of school without parental or parental designated authority. The campus is also closed to outsiders and access signs are displayed at entry points (pc 627.2). Vehicles do not have easy access to school grounds with the exception of emergency vehicles. Physical conditions that could lead to accidental harm are promptly corrected. The most obvious places include the playground and cafeteria. These areas receive weekly inspection of equipment and daily inspection for broken glass, etc. The playground equipment has adequate protection against falls and landscape designs that prevent students from climbing to dangerous heights. The

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

School Safety Plan

Emergency action decisions are made through school, district, police, and fire personnel. Key elements of the Safe School Plan cover bomb threats, earthquakes, chemical spills, fire, explosion, weapons, and evacuation and relocation procedures. Potential traumatic incidents are reported to the Crisis Response Team. Notification of extreme emergencies are announced by the Principal via appropriate warning device or written notice. Teachers have action, evacuation, and relocation procedures posted in each classroom. Supervisors, custodians, office personnel and teachers have access to phone or 2-way radio communication at all times. The school is free of graffiti and vandalism and security checks are regular. Emergency Action Plans are in place and staff and students perform monthly emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187.

Goal One: *School buildings and grounds are well maintained, and free of physical hazards.*

School buildings and classrooms are well maintained, free of physical hazards and designed to prevent criminal activities. Classroom teachers create a physical environment that engages students, and establishes a climate that promotes fairness and respect. Classrooms have an appropriate amount of space for student-teacher ratios. Standard incident reporting procedures are used. Valuables and equipment are inventoried and properly engraved for identification, and stored securely. The community and university students use the school in off-hours. The school and community cooperate in crime prevention.

Personnel: Principal, Classified, Certificated staff
TimeLine: Ongoing

Goal Two: *All students at Rosedale School are acknowledged and respected.*

All backgrounds of students at Rosedale Elementary School are acknowledged, respected and incorporated into school curriculum and activities. Classroom teachers provide cultural integration efforts that are incorporated in multicultural programs. Social service support systems are coordinated with Rosedale staff. The P.I.P. counselor provides needed services for younger students. We work closely with the North Valley Social Catholic Service counselor who provides services by referral for students not serviced by P.I.P.

Curriculum and special programs are designed and modified to address issues relevant to students. Quality staff members represent the gender backgrounds of students and are

recruited to work effectively with students. Staff receives in-service training to meet the changing needs of the student body including conflict resolution, cultural awareness, ELD, drug and alcohol abuse prevention, child abuse reporting, etc. Education programs are also geared to meet the ever-changing health issues of our campus. Rosedale School coordinates with community health services for prevention and intervention programs for students and their families.

Personnel: Principal, Classified, Certificated staff
Timeline: Ongoing

Goal Three: Maximize the use of instructional time and minimize disruptions

Rosedale Elementary School stresses the maximum use of instructional time and disruptions are minimized. Students are encouraged to work together on academic tasks through cooperative learning. Students, parents, teachers and the community are encouraged to be involved in curriculum planning and other safe school activities. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety classes. Community support agencies such as mental health, child protective services, and juvenile probation participate actively in school matters. Parents are involved in decision-making and policy formation through School Site Council; the home-school relationship is positive. Students, staff, and parents have a strong sense that what happens to the school is "my" concern.

Budget: SIP, Title I, SBCP, District, Safe Schools,
Personnel: Principal, Classified and Certificated staff, parents
Materials: CUSD adopted curriculum, Title I support materials
Training: Staff Development as per Site Plan
Timeline: Ongoing

Rosedale Elementary School

2007/2008

Suspensions:

39 Suspensions
94 Total Days of Suspension

Expulsions:

0 Expulsions

Safe School Plan 2008/2009

Shasta Elementary

*169 Leora Ct.
Chico, CA 95973
(530) 891-3141
FAX (530) 891-3239*

Shasta Safe School Plan 2008-2009

According to the California Department of Education's *Safe Schools Planning Guide (2002 Edition)*, **safe schools are caring schools**. Students in safe schools feel secure knowing that the people who make up the learning community care about their individual needs by working relentlessly to help them succeed. The students' cultural heritage is respected, and there is tolerance for racial, language, physical, and ethnic differences in the school. Similarly, staff members perceive that they are safe and that their ideas regarding school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources in improving the school environment.

Safe schools are constantly improving safety through the efforts of parents, students, teachers, classified staff, and community members. The continued involvement of a broad spectrum of the community in the design and revision of a safe school plan ensures a safe and successful learning community. Alternative learning environments must also be available to assist students who have difficulties adjusting to a particular school environment.

Safe schools set and expect high standards. Students and staff know that learning and achievement are highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued. The consequences for violating the rules and standards are equally clear.

Safe schools stress *prevention* as well as preparedness. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict management, anger management, as well as other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards as well as the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity; drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

This plan examines the issue of safety in schools and recommends strategies and actions for adoption by safe school teams or committees as part of a comprehensive safe school plan.

I. Assessment of the Current Status of School Crime

The current status of school crime at Shasta would be described as relatively minor and infrequent. However, incidents, which are documented, by our Discipline and Behavior Records, First Aid Log, Child Protective Service Reporting, Healthy Kids Survey Results, Student Study Team Reports and Crime Reports include the following:

- Bullying
- Fighting
- Sexual Harassment
- Graffiti
- Vandalism
- Minor Theft
- Neglect
- Abuse

II. Strategies and Programs to Address School Safety

The following strategies, procedures and programs are in effect at Shasta to provide school safety and address the school's procedures for complying with existing laws related to school safety.

Bullying, fighting and sexual harassment

Student victims report to any one of the following: teachers, playground supervisors, health aide, nurse, parents or principal. Students who had inappropriate behavior receive a written citation that must be signed by a parent and returned to the school. Bully Slips are also submitted to the principal for tracking. All incidents of any consequence are referred to the principal or teacher-in-charge.

The Second Step Program is taught to grades K-6. Second Step and Conflict Management techniques are used to prevent incidents and to give children strategies to use to encourage individual confidence.

The Primary Intervention Program provides support for students who are having difficulty adjusting to school or have difficult domestic situations.

Healthy Play is taught and incorporated in all classrooms. Staff is trained in the techniques and expectations. An instructional aide works with students at all grade levels in reinforcing the program.

Sixth Grade Students are involved as Conflict Managers titled SOS = Shasta Outstanding Students – Students Observing Students and are present in teams of 3 at most recesses. Students are trained at the beginning of each school year.

Classroom Buddies help to support across grade level respect and cooperation between students of all ages.

The PTO has an Angel Network to help families in crisis.

Students in grades 4-6 receive information that is generated at the district level regarding sexual harassment. All reports are referred to the principal for intervention.

Adult victims report directly to the principal for intervention, following the District's policies.

Suspensions and expulsions

Serious incidents result in School Suspension and a parent meeting. Students who have inappropriate behavior that results from 4 citations in one trimester are suspended.

Students who commit very severe incidents are referred to the district's Expulsion Board.

Graffiti, vandalism and minor theft

Incidents of graffiti, vandalism and minor theft are dealt with in the same manner as above; however, whenever possible, the persons responsible are expected to repair or replace whatever was damaged, defaced or taken.

The Chico Police Department is contacted for more serious incidents.

Neglect and/or Abuse

Incidents of neglect and/or abuse are referred to Butte County Children's Services as required by law. A report is filed, and a copy is kept in the school office. Very serious incidents are reported to the Chico Police Department. A private space is provided at the school for caseworkers or police officers to talk to students.

Safe ingress and egress

A crossing guard is provided for our students who walk, ride bikes or skate to school and must cross the busy intersection of the Esplanade, Leora Court and Nord Avenue.

Bus Evacuation Drills are conducted annually for all students who regularly ride the school bus.

On class field trips requiring motor vehicle transportation, child safety seats are used for students who require them.

Since many of the students who attend Shasta have Form 10 permission, a majority of our students arrive by car or public transportation. Once at school, students may purchase or receive a breakfast or participate in supervised homework practice. This begins at 7:30 a.m. At 8:00 in the morning teachers who are assigned duty in addition to a school aide provide supervision. At 8:10 a.m. a school aide and teacher provide supervision for students until the bell rings for primary students to go to their classrooms at 8:30.

Supervision is provided for students after school by certificated staff for ten minutes after dismissal. Kindergarten teachers supervise their students until they are picked up by parents or care providers. A bus supervisor assures that students get on the District transportation that will take them home.

In coordination with the Chico Area Recreation District, a low-cost after-school recreation and homework program is provided for students at our school. During designated times, a free after-school remediation program is offered to identified students.

Students who must wait for transportation come in to the school office area. Inappropriate incidents that occur before or after school are reported to the principal.

Disaster procedures

Every classroom and main room has a copy of the Shasta's Emergency Plan and a map for emergency evacuation. This information is to be used for the teacher of the class

to give specific directions as to what to do and to be able to account for student. Each Classroom has a binder that includes a copy of the emergency cards and a class list of students.

A Shasta Incident Response Team has been set up, and a Shasta Phone Tree is updated and distributed each year. Under the direction of District personnel, the principal, office manager, teacher-in-charge and custodian have participated in a Safe Schools Simulation training

Notification to teachers

During the year, Student Study Team meetings and Individualized Educational Plan meetings are held to develop plans for individual students who have been identified as having needs or problems of any kind. Teachers meet in grade level groups to determine class lists each year. Students who have been identified as having specific needs or problems are noted for the new teacher. Shortly after the start of each year, teachers, principal, and support staff meet in marathon meetings to discuss the teacher's students who are of special concern. These students are closely monitored throughout the year.

Upon arrival, the principal and the Attendance Clerk read Cumulative Record Files of students new to the school. Students with special concerns are identified, and teachers and/or specialists are notified so that individual needs can be addressed.

School wide discipline and dress code

The Shasta School handbook is updated yearly, and it is made available to parents in initial packets. It is also available on line on the Shasta School Web Site.

The Shasta School Handbook has a section that pertains to both Dress Code and Rules and Procedures on School Discipline.

III. A Safe and Orderly Environment

A. Component 1 - Personal Characteristics, Culture and Social Environment of Students and Staff

Our goals are:

- To provide a setting where each individual will be treated with dignity and respect.
- To have clear, well-defined student expectations.
- To provide a safe, nurturing environment in which children may learn.

1. Areas of Strength

The Shasta Safe School Planning Committee recognizes and commends the students, staff, parents, and community for their dedication to developing and implementing programs and activities at Shasta School that have a positive effect on the physical and psychological well-being of all persons on campus.

- The Student Council is active and provides leadership for many student projects.

- A Second Step Program and Healthy Play program helps students learn to resolve problems peacefully.
- Shasta has a strong, talented staff that provides excellent guidance.
- Collaboration with the university allows members of our staff to mentor student teachers.
- Most of the parents at Shasta are excellent role models for their children.
- Many of the parents at Shasta volunteer in classrooms and participate in school activities.
- CAVE Aides and community volunteers provide assistance in the classrooms.
- All volunteers complete information forms and provide proof of TB clearance, in accordance with District policy.
- All visitors to the Shasta campus sign in at the front desk upon arrival. While on campus, Parent Volunteers wear name badges; other visitors wear a visitor tag.
- Shasta has an active, productive Parent Teacher Organization.
- Shasta has a program of support services which benefits all students, families and staff:
 - After School Remediation Program
 - C.A.R.D. After School Program
 - Student Study Teams
 - Primary Intervention Program
 - Resource Program
 - Speech Services
 - ESL
 - Free and Reduced Breakfast and Lunch Programs
- Shasta receives much community support from business partners.
- The Foster Grandparent Program provides volunteers.
- Back to School Night and Grandparents and Friends Day as well as the Farmers Dinner are annual events.
- Awards Assemblies held at the end of each trimester celebrate good citizenship.
- Classroom recognition for student progress and growth is ongoing.
- Classroom meetings are held regularly to problem solve and air concerns.
- Rules for behavior expectations are explained to all students at the beginning of the school year in class, on the school broadcasts, and in school assemblies.
- Every parent receives a copy of the behavior expectations.
- The Shasta community makes a special effort to develop clear, fair rules and guidelines with consistent consequences and frequent acknowledgment of progress and success.
- A certificated staff member is on duty on the playground for each recess during school hours. In addition student conflict managers (SOS) are available to assist students.

- The Shasta community makes a special effort to appreciate and respect academic, ethnic, cultural, and religious differences within the school community.
- Teachers take a first aid kit on all field trip.
- Most teachers carry a cell phone on field trips.
- The school vision and mission statement support this component.
- Student/staff concern for each other is noted.
- Teacher/staff dedication is evident.
- All teachers have received CLAD certification.
- Parent support of the staff and school is apparent, as evidenced by the high percentage of parent volunteers and the number of donations we receive.
- Respect for learning is a standard.
- Family oriented activities are held, such as the Farmers Dinner, book fairs, ice cream socials, awards assemblies, classroom and school-wide performances, monthly family fun nights, awards ceremonies and more.
- School-to-home communication is provided regularly through the school newsletter and individual classroom newsletters.
- Developmentally appropriate curriculum materials are available.
- Classrooms participate in the Service Learning Program to promote community values.
- District policy regarding student privacy is adhered to, with limited access to student records and directory information.

2. Objectives, Activities and Timelines

- a. Objective - Decrease the number of classroom interruptions.

Activities:

- Review parent guidelines for relaying messages for students during the school day.
- Review the system for messages between office and classrooms.

Person(s) responsible for implementation: All staff

Timeline: Ongoing

- b. Objective - Continue providing recognition for students for achievement and citizenship.
Activity:
 - Honor Roll, Good Citizen Assemblies, classroom rewards.
 Person(s) responsible for implementation: All Staff.
 Timeline: Ongoing

- c. Objective - Continue providing consistent guidance and consequences.
Activity:
 - Classroom behavior plans, Time Outs, Citations, Office Referrals, Suspensions
 Person(s) responsible for implementation: All Staff.
 Timeline: Ongoing.

- d. Continue to share strategies for teaching tolerance and an appreciation of differences and meeting the diverse learning styles and needs of all Shasta students.
Activity:
 - Continue to share strategies for teaching tolerance and an appreciation of differences in grade level meetings.
 - Staff agenda topic
 - PAW PRINT topic
 Person(s) responsible for implementation: All Staff.
 Timeline: Ongoing

B. Component 2 - The School's Physical Environment

Our goal is: To provide a safe and attractive environment where students, staff, and community have a sense of pride.

1. Areas of Strength

- The support of Shasta's campus garden areas.
- Eradication of graffiti.
- Monthly Fire Drills and quarterly Earthquake Drills.
- Use of clipboards containing First Aid supplies and a list of special needs students during recess supervision.
- Locked playground gates and doors to infrequently used areas.
- Use of the facility by the community during non-school hours.
- Response to neighborhood concerns.
- Recognition of contributions to the school through the use of assemblies, newsletter articles, thank-you letters, and the marquee.
- Displays of student work.
- Classroom newsletters.
- New playground structure.
- District improvements.

2. Objectives, Activities and Timelines

- a. Objective - Improve the traffic situation in and around the school parking lot.

Activities:

- Send newsletters home explaining the parking procedure.
- Explain the parking procedure at parent meetings such as PTO and Back to School Night.

Persons responsible for implementation: Administrator.

Timeline: Each Year.

- b. Objective - Counsel parents and caregivers so that students are not dropped off too early or picked up too late.

Activities:

- Communicate with both day care and district transportation to clarify school schedule so students are not dropped off too early or picked up too late.
- Handbook article to inform parents of school times.
- PAW PRINT articles to remind parents of school times.

Person(s) responsible for implementation: Administrator.

Timeline: Ongoing.

- c. Objective - Keep the multipurpose room safe, clean and attractive.

Activities:

- Persons using the stage or general area will leave it clean.
- Exits will not be blocked.
- CARD directors should be supervised.
- Items should be safely stored in an attractive manner.
- Only agreed upon items should be stored.

Person(s) responsible for implementation: All Staff.

Timeline: Ongoing.

- d. Objective – Keep Playground area safe, clean and attractive.

Activities:

- Correct uneven surface area.
- Continue efforts to eradicate meat bees and ants.

Person(s) responsible for implementation: All Staff.

Timeline: Ongoing.

C. Evaluation Data

Component 1

1. Safety Meeting Minutes
2. Staff Meeting Agendas & Minutes
3. Grade Level Minutes
4. PAW PRINT binder

5. Discipline log
6. Student Study Team Binder
7. Individualized Educational Plan File
8. School Handbook
9. Emergency Guide
10. Health Log
11. Parent Corner
12. School Accountability Report Card
13. Volunteer Forms Binder
14. Phone Tree

Component 2

1. Health & Safety Checklist
2. Custodial Inspections
3. Fire Inspections
4. Safety Drill Records
5. Health Log

Shasta Elementary School

2007/2008

Suspensions:

12 Suspensions

14 Total Days of Suspension

Expulsions:

0 Expulsions

SAFE SCHOOL PLAN
Sierra View Elementary School
2008/09

People and Programs

Goal: Through various programs, Sierra View will strive to create a caring and connected school climate with an emphasis on a safe and orderly environment.

- **Objective 1-1: Through the interaction of social service support systems coordinated with Sierra View, services will be provided to students through CPS, PIP, Second Step Program, Love and Logic training to help reduce the number of behavior issues on the playground and in the classrooms.**

Related Activities-

Second Step Program in grades K-6
PIP counselor 2 days/week for grades 1st-3rd
CPS services when needed
Class meetings are ongoing
HLAY 2000 curriculum helps students make good choices
Tribes activities are ongoing
Love and Logic strategies

Resources Needed-

Teacher Training for classroom strategies
Qualified PIP Counselor
Second Step Program K-6

Person(s) Responsible for Implementation-

Second Step Coordinators
PIP counselor
Teachers
All support staff

Timeline for Implementation-

Ongoing

- **Objective 1-2: Students will maintain a high standard of behavior that contributes to a safer and more caring school climate as measured by the decrease of office referrals, positive parent surveys, and teacher observations.**

Related Activities-

More supervision at lunch and after school
Walkie-Talkies
Personal and social skill development
Parent involvement in PTA, PAC, and School Site Council
Home-school communications

School wide behavioral expectations
Positive as well as negative consequences for behaviors
Implementation of school wide rules and expected behavior
Follow all procedures for suspensions and expulsions
Provide information on sexual harassment, bullying, and hate crime policies
Provide information on gang-related apparel
Acknowledge, respect and incorporate ethnic/cultural diversity into classroom curriculum and school-wide activities

Resources Needed-

Funding for additional supervision and Walkie-Talkies
Second Step training and materials for all classes
Publishing of the Sierra Viewer (parent newsletter)
Principal available to all members of the school community
Funds for Good Citizen Assemblies
Published school wide rules and expected behaviors

Person(s) Responsible for Implementation-

Second Step Coordinators
Parent Liaison
Principal
PTA
Staff
Principal's Advisory

Timeline for Implementation-
Yearly

- **Objective 1-3: The Sierra View Safety Committee will develop a plan for reunification of students and parents in the case of an emergency and will be measured only in the case of a reunification situation.**

Related Activities

Meet with the safety committee
Contact reunification site (yearly)
Educate staff and parent groups on reunification procedures (yearly)

Resources Needed

Information for DIRT (District Incident Response Team)

Person(s) Responsible for Implementation

Principal
Staff
DIRT Team

Timeline for Implementation

On-going

Place

Goal: Sierra View will create a physical environment that is safe and orderly.

- **Objective 2-1: School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities as measured by a decrease in crime and accident reports, positive comments on parent surveys, and staff observations.**

Related Activities

- Immediate repair of vandalism or graffiti
- Sierra View will work cooperatively with nearby businesses and neighbors to discourage crime near school
- Ongoing inspection of the campus and its facilities
- Lighting in areas that create possible hazards or criminal activities
- Maintenance of playground surveillance cameras
- Maintain safe exits as mandated by Fire Marshall

Resources Needed

- Materials and/or funds for repair of vandalism or graffiti
- Funds to replace or maintain surveillance cameras

Person(s) Responsible for Implementation

- All Staff
- Principal
- Custodian

Timeline for Implementation

- Ongoing

- **Objective 2-2: Sierra View staff and students will practice procedures for emergency situations (fire drills, code red drills, earthquake drills) in various settings (during class, during recess, using alternative evacuation routes, etc.) as measured by monthly documentation.**

Related Activities

- Practice drills at various times of the day (including recesses/lunch)
- Use alternative evacuation routes
- Debrief drills on school wide closed circuit TV (SVTV) and staff meetings
- Training and practice for office staff on emergency procedures

Resources Needed

- Walkie-Talkies
- SVTV equipment and materials
- Release time for SVTV teacher

Person(s) Responsible for Implementation

- Principal
- Office Staff

Teachers and auxiliary staff
Custodian
Timeline for Implementation
Monthly

- **Objective 2-3: Sierra View staff, students, and visitors will abide by safety strategies that have been set up by the District, SEMS, Safety Committee, School Site Council, and staff as measured by Parent Surveys and staff observations.**

Related Activities

Maintain an Incident Command System (ICS)
All staff will wear staff ID badges
All visitors will sign in at the office and obtain a visitor's badge
All visitors will sign out at the office at the end of their visit
Classroom volunteers will fill out appropriate paper work for volunteers
Volunteers will have a current TB test
Continual reminders to parents about proper drop off and pick up procedures of their students in person and in the Sierra Viewer (parent newsletter)
Friendly flyers to put on cars as reminders for safe parking lot practices

Resources Needed

Visitor Badges
New staff ID badges
Sign in book and visible signs for visitor procedure
Access and printing of the parent newsletter (Sierra Viewer)
Personnel for parking lot supervision
Funds to support the above items

Person(s) Responsible for Implementation

Principal
Office Staff
District Policy makers
Volunteers
Staff

Timeline for Implementation
Ongoing

Reviewed by Safety Team:

D. Aldred *Debbie Aldred* *Principal*

V. Howell *Vicky Howell* *K. Teacher* 😊

A. Williams *Andrea Williamson* *Parent*

Michelle Krause *Michelle Krause* *Classified Staff*
Jay P. Griffiths *GARY P. GRIFFITHS* *CUSTODIAN (DAYS)*

Sierra View Elementary School 2007/2008

Suspensions:

10 Suspensions

15 Total Days of Suspension

Expulsions:

0 Expulsions

OAKDALE SCHOOL

SAFE SCHOOLS PLAN 2008 - 2009

Mission Statement:

Oakdale School is a safe, caring place of learning where the talents and abilities of our students are nurtured in order to develop academic and social competency. As an alternative education independent study program, Oakdale serves a population of students who desire a more individualized learning environment. It is a program that respects and promotes student learning as well as social responsibility.

Safety Team Members:

School Principal:	Ken Ball
School Resource Officer:	Dave Richardson
Probation Officer:	Julia Glass
School Nurse:	Julie Parker
School Office Manager	Betsy Hobbs
Teacher:	Janet Johnson
Parent Representative:	Kari Zeitler

Component 1: People and Programs

Areas of Pride and Strength:

All students are treated with respect at Oakdale School. Our students come from a variety of backgrounds and life experiences. Our staff acknowledges and supports all forms of positive student achievement.

Community social services are coordinated with campus wide services at both sites to provide a support system for students and their families. These services include, but are not limited to, child protective services, parenting workshops, group, individual and family counseling, and health and welfare services.

Curriculum is designed to address student learning that facilitates the meeting of grade level standards. Staff members receive ongoing training in specific curricular areas to meet the academic needs of our students. Additional staff training includes cultural awareness, identification of socially at-risk students, drug and alcohol abuse prevention, child abuse prevention, sexual harassment and retaliation free environment, gang involvement and family structures.

Teachers at Oakdale School have chosen to work with students and parents who seek to be educated through the independent study strategy. Weekly collaborative time is focused on the improvement of student learning.

Staff members collaborate frequently regarding student academics and personal issues; they respond in a consistent and fair manner to school issues and in setting policies and expectations for student behaviors. A team approach characterizes the problem solving and planning that occurs within the school day. Campus safety and student concerns are regular staff meeting agenda items along with academic and curricular issues.

Newly enrolled students and their parents/guardians receive an orientation to inform and connect them to all the available services and the expectations of school behaviors and safety procedures. Both school sites provide a lunch program to meet nutritional needs of students.

Goal One: Students will improve academically to meet state standards.

Objective 1.1.1: There will be a 5% improvement in the number of students scoring at or above the 50th percentile on standardized tests.

Related activities: Following the planned activities as outlined in the "Specific Actions to Improve Education Practice" included in Oakdale's *Single Plan for Student Achievement*.

Resources needed: Ongoing staff development in the academic content areas, common assessments throughout district, instructional materials, adequate instructional support staff and paraprofessionals, collaboration and planning time as outlined in the *Single Plan for Student Achievement*.

Personnel: District and Site administration, teachers

Timeline: 2008 – Ongoing

Budget: Site budget, SBCP, Title V

Evaluation: Standardized scores reporting & regular benchmark assessments

Objective 1.1.2 : There will be a 5% increase in the number of students completing grade level standards to attain promotion or receive their high school diploma or equivalent.

Related activities: Following the planned activities as outlined in the "Specific Actions to Improve Education Practice" included in Oakdale's *Single Plan for Student Achievement*.

Resources needed: Common assessments throughout the district, ongoing staff development in the academic content areas, Instructional materials, instructional support staff, collaboration and planning time as outlined in the *Single Plan for Student Achievement*

Personnel: District and site administration; teachers; support staff

Timeline: 2008 – Ongoing

Budget: Site budget, SBCP, Title V

Evaluation: Completion of grade level standards, high school graduation requirements, equivalency exams or compensatory high school graduation

Goal Two: Students will improve within social and behavioral norms.

Objective 1.2.1: There will be a 5% increase in school attendance.

Related activities:

- A. Improved attendance accounting procedures to encourage accountability
- B. Academic and social support systems to facilitate consistent attendance
- C. Positive school climate that meets the unique needs of the student population

Resources needed:

- A. Improved attendance accounting system, SASI connections between classrooms and school offices; computer generated truancy letters

Personnel:	B. Healthy Start services; Social Services networks; Probation/truancy officers
Timeline:	C. School-based activities appropriate to students' needs: remedial support; childcare; health services; counseling Site administration; classified staff; support staff
Budget:	2008 – Ongoing; to continue until 96% is reached and then maintenance is expected.
Evaluation:	Safe Schools, NCLB Improved positive attendance rate

Goal Three: Professional development activities will support the school.

Objective 1.3.1: Appropriate staff development opportunities will be provided.

Related activities:	Following the planned activities as outlined in Oakdale's <i>Single Plan for Student Achievement</i> .
Resources needed:	Appropriate training opportunities; funding for activities and subs.
Personnel:	Site administration, teachers, support staff, paraprofessionals
Timeline:	2008 – Ongoing
Budget:	Title II; SBCP
Evaluation:	Attendance at professional development activities and sharing of skills and information

Objective 1.3.2: Staff will participate in relevant staff development activities.

Related activities:	Following the planned activities as out lined in Oakdale's <i>Single Plan for Student Achievement</i>
Resources needed:	Appropriate training opportunities; funding for activities and subs.
Personnel:	Site administration, teachers, support staff, paraprofessionals
Timeline:	2008 – Ongoing
Budget:	Title II; SBCP
Evaluation:	Attendance at professional development activities and sharing of skills and information

Component 2: Place

Areas of Pride and Strength:

Oakdale School is located on two different sites; K-6 is located at Rosedale School while the 7-12 grades are housed on the Bidwell Junior High School campus. On each site, there is limited access to the rear of the buildings and other "off-limits" areas. All visitors are required to check-in at the appropriate school office and signs directing them to do so are posted visibly at each entrance to campus.

Both sites are located near a main street with heavy traffic, proximal to many local businesses, single and multi-family residences. A cooperative relationship has been developed with community neighbors and there is open communication and exchange of information concerning student behavior, possible crimes, or truancy. Emergency vehicles have access to each campus. Night illumination of both school sites is adequate.

Any physical conditions of the grounds that could contribute to accidents or injuries are addressed with immediacy. The sidewalks and asphalt are in good condition, as are tables, benches and permanent athletic equipment. Vandalism and graffiti are repaired or repainted promptly by site or district maintenance staff. Respect for the school site is modeled and promoted by school staff and activities.

The buildings and classrooms are maintained adequately; they are clean and orderly. Emergency exit diagrams and emergency procedures are permanently posted in every room. Classroom rules and expectations are clearly posted and reviewed each session. All classrooms have intercoms and telephones for emergency communication with office personnel.

Goal One: Students will have a clean, well-maintained site in which to learn.

Objective 2.1.1: Safety hazards will be consistently addressed.

Related activities:	Arrange custodial schedules to provide time to address needs as they arise.
Resources needed:	Adequate custodial and maintenance services
Personnel:	Site custodian and district maintenance
Timeline:	2008 – Ongoing
Budget:	District funding
Evaluation:	Continuing maintenance of site

Objective 2.1.2: All buildings and classrooms will be adequately maintained.

Related activities:	Arrange custodial schedules to provide time for cleaning and maintenance.
Resources needed:	Adequate custodial services.
Personnel:	Site custodian
Timeline:	2008 - Ongoing
Budget:	District funding
Evaluation:	Building and classroom cleanliness, observation.

Goal Two: School facilities will be safe and secure.

Objective 2.2.1: Site access and supervision will be maintained.

Related activities: Tables, Chairs, Bookshelves, and cabinets will be monitored for stability, wear and tear, and appearance.
Resources needed: Replacement / Repair costs
Personnel: Oakdale staff
Timeline: 2008- Ongoing
Budget: Safe schools funding
Evaluation: Ongoing observation

Objective 2.2.2: Emergency and disaster preparedness will be coordinated school-wide.

Related activities: Practice Code Red drills; plan and train Site Response Team
Coordinated with Bidwell's Safe Schools Practice Activities.
Resources needed: Training and review
Personnel: Site administrator, staff members
Timeline: 2008 - Ongoing
Budget: Safe Schools funding
Evaluation: Scheduled drills; formation of Site Response Team

Goal Three: School environment will support our school plan.

Objective 2.3.1: Policies and practices support students physically, socially, emotionally, intellectually, and psychologically.

Related activities: Create a monthly newsletter and distribute it to all students, parents, as well as selected community members
Resources needed: Paper and duplication services; release time; student mentors
Personnel: Site administrator; teachers
Timeline: 2008 - Ongoing
Budget: SBCP, Site budget
Evaluation: Monthly newsletter produced

Objective 2.3.1: School facilities allow for and support positive student behavior and interaction.

Related activities: Establish a set of academic and behavioral expectations for each student
Resources needed: Program supervisor
Personnel: Site administrator / Each student has a "Supervising Teacher"
Timeline: 2008 - Ongoing
Budget: N/A
Evaluation: Implementation of individualized program

OAKDALE SCHOOL
SAFE SCHOOL PLAN

Approval for the Safe School Plan for 2008 – 2009

Janet Johnson 9-17-08
Signature Date

Signature Date

K. Ma 9-17-08
Signature Date

Signature Date

Kenneth Ball 9-17-08
Signature Date

Signature Date

Betsy Hobbs 9-17-08
Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

Signature Date

Oakdale School

2007/2008

Suspensions:

0 Suspensions

0 Total Days of Suspension

Expulsions:

0 Expulsions

LOMA VISTA SAFE SCHOOL PLAN 2008 – 2009

Developed by
The Loma Vista School Staff

Submitted by
Eric Snedeker – Principal

Loma Vista School
2404 Marigold Ave
Chico, CA. 95926
530-879-7400

Loma Vista Safety Team Members:

Sarah Hashemi - Parent, SSC Representative

Julie Parker – School Nurse RN

Art Browne – Custodian

Hildi Strandberg – Secretary

Mo Deitz – Teacher

Jeaner Kassel – Assistant Principal

Eric Snedeker – Principal

MISSION AND VISION STATEMENTS

Loma Vista Vision Statement

The Loma Vista staff enthusiastically adopts the following values as the core beliefs of our **Vision Statement**:

- We believe that all students can learn and should be challenged to meet the highest academic standards of which they are capable,
- We believe in the worth and the dignity of each student,
- We believe in providing a safe, clean, nurturing school environment,
- We believe that our students have a right to a free and appropriate public education in the least restrictive environment,
- We believe that valuing ethnic, cultural, and individual diversity encourages mutual respect,
- We believe that educators, students, parents/guardians, community agency personnel and families working collaboratively can effect powerful, positive changes in students' lives,
- We believe in a school culture which values professionalism among the staff and thus, allows for time to discuss, explore, and plan together,
- We believe that with commitment, adequate resources and creativity the Loma Vista School staff can provide special education programs of the highest possible quality to our students.
- We believe in an open, democratic, decision making process in which we involve staff, parents and, whenever possible, students in the decision making process in order to insure that we are striving to achieve the mission statement and learning expectations established for our students, school, and district

Loma Vista Mission Statement

The Loma Vista School staff is committed to providing a safe, enriched, student centered learning environment in which each student can:

- Realize his/her potential to the fullest extent possible;
- Strive for personal independence;
- Learn the skills specified in her/his Individualized Education Plan,
- Develop respect for self and others,
- Become contributing members of their community.

Component 1 - People and Programs

The Loma Vista School staff is committed to providing the necessary curriculum, support services and appropriate equipment to assist all of our students in realizing their potential to the fullest extent possible and to strive for personal independence.

The Loma Vista School staff is committed to building a sense of community for our students, parents, agency personnel and community members that fosters a sense of belonging, pride, dedication to excellence, hope and positive achievement.

The Loma Vista School staff is committed to creating a school culture in which all students, parents and staff are treated in a positive and respectful manner.

Ethnic / Cultural Diversity

The ethnic, cultural and unique backgrounds of students are acknowledged, respected and included in the school curriculum and activities.

When necessary, translators and sign language interpreters are utilized for written materials and meetings.

Support Systems for Students and Staff

A variety of social service providers deliver needed services to students, families and staff (e.g. food, clothing, shelter, protective services, sign language instruction, behavioral health services). Personnel from the Chico Police Department, Butte County Department of Health, Butte County Behavioral Health Department, California Children's Services, Butte County Children's Services Division and the Foster Grandparent Program provide services to students on the Loma Vista campus. In addition, students from Pleasant Valley High School and California State University, Chico volunteer many hours to our students and staff.

The Loma Vista staff design and modify curriculum and support services in order to more effectively address the unique needs of our students. These services include the following: Title II, Title V and Title VI programs, School Based Coordinated Services, school psychological services, speech and language therapy services, adapted physical education, occupational therapy, specialized nursing services and behavioral consultation services.

An Employee Assistance Program is available to classified and administrative staff members in order to address work-related or personal concerns.

Staff Expertise

The Loma Vista Staff consists of highly qualified teachers all of whom have earned regular education and special education teaching credentials. Nearly every staff member has developed expertise based on interest and diversified teaching experiences. Areas of

expertise include autism spectrum disorders, behavioral and emotional issues, speech and language development, and medical issues and play assessment to identify a few.

Loma Vista staff meetings are held each month. In service training in areas such as special education law, communication skills, child abuse reporting requirements and specialized assessment techniques are presented and discussed.

Physical / Health Concerns

The Loma Vista staff provides education programs that are directed to the specific health issues of our students and their families (e.g. nutrition, family life education, alcohol and other drug abuse prevention). As noted previously, a variety of school site professionals and agency personnel provide a multiplicity of services to our students and their families. Specialized nursing services are available on the campus.

Leadership

The principal and assistant principal work with the staff in a collegial and collaborative manner.

The principal, assistant principal and staff focus on continuous school improvement.

The principal is readily available to all members of the school community and is highly visible on campus and in classrooms.

The principal is open to ideas and suggestions from staff, students, parents, and the community.

The principal acts as Loma Vista's representative to a variety of community agencies and groups.

The principal is actively involved in curricular, personnel and supervisory matters.

School Organizational Structure

Parent leadership is evident through their participation in School Site Council and special events.

Parents and staff participate in school-wide goal setting. Parents are kept informed of major school decisions through our Loma Vista Paw Prints newsletter.

Loma Vista School has an extensive emergency response plan which identifies procedures to follow during a various emergencies.

In the event of an emergency, resources are available from nurses, health aides, instructional paraprofessionals, school psychologists, law enforcement, community agencies and other CUSD school sites to support students, parents and staff.

Classroom Organization and Structure

Classroom environments are organized and structured to address the unique learning needs of our students.

Instruction is organized and presented in order to assist each student in meeting the goals and objectives included in their Individual Education Plan.

Evidence of exemplary or creative student work is posted in the hallways and classrooms.

The Loma Vista School Mission and Vision Statements are posted in each classroom.

Personal and social skill development address student responsibility, self-concept, social expectations,

decision-making, goal setting, effective communication, and effective relationships.

The Loma Vista staff utilizes every moment of the school day as an instructional opportunity.

Participation and Involvement

Fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety issues.

Community support agencies such as Butte County Behavioral Health, child protective services, Butte County Department of Public Health, Chico Police Department, probation and SARB assist students and school personnel.

Parents are involved in decision-making and policy formation; the home-school relationship is positive.

Affiliation and Bonding

Students and staff are safe at school.

The dignity of each person is affirmed and respected.

Students and staff respect each other.

Behavior expectations are clearly stated and known by everyone.

School rules are realistic, practical, fair, and consistently enforced.

Behavioral Expectations

The school expects the best effort and performance from everyone.

There is great value placed on improvement and progress.

Positive reinforcement is utilized on a consistent basis.

Academic Expectations

Clear and positive academic expectations are in place and known by students, parents and staff.

Class time is used effectively for learning.

Students work toward identified state standards and individual goals and objectives in IEP

Discipline and Consequences

The Loma Vista staff recognizes that the climate of the school is responsibility of all staff.

Disciplinary practices are individualized on the basis of the student's ability to understand and benefit from discipline strategies. Loma Vista School discipline practices involve the active participation of all staff, involve students in problem-solving situations (whenever possible), and focus on the cause of problems, not the symptoms.

Staff members respond with fairness and consistency to violations including disciplinary issues and criminal infractions.

Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement.

Constructive, positive behavior is given appropriate recognition by all school personnel.

Positive behavior is rewarded frequently and publicly. When appropriate, students receive rewards that are varied and personal.

Support and Recognition

Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

Students are supported and recognized.

<u>Action Plan:</u>	<u>Timeline:</u>	<u>Budget:</u>
1. School Safety Team will meet monthly.	On-going	Site
2. Students will participate in school-based service service learning projects.	On-going	Site
3. Student Attendance Review Board process will be used for student attendance problems.	On-going	Site
4. Loma Vista's Single Plan for Student Achievement and VI Funds will be implemented.	On-going	Title II, IV
5. Loma Vista School Site Council will review and amend school behavior standards and dress codes.	On-going	Site
6. Increase supervision as needed during critical periods.	On-going	Site

Component 2 - The School's Physical Environment

The Loma Vista staff is committed to providing an environment that is attractive and welcoming for our students, their families, staff and community.

School Location

The school is used by the community for a variety of activities during non-school hours.

School Grounds

The campus perimeter is secure from criminal activity. The campus is closed to outsiders, and access signs are displayed prominently at entry points (PC 627.2, 627.5 and Ed. 32211). Vehicles do not have easy access to school grounds. Upon entry to campus, visitors sign in at the office and are provided with a visitor pass.

The principal, school office personnel and the day custodian carry two-way radios at all times during the school day.

Places for loitering are limited, bathrooms are patrolled and appropriate lighting is installed in hallways.

Physical conditions that could lead to accidental harm (e.g. damaged fences, lights, and broken glass) are promptly corrected.

Play equipment is checked and corrected as needed in a timely manner.

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

The congested traffic situation around Loma Vista school and parking continue to pose a safety concerns

School Buildings / Classrooms

Loma Vista's buildings and classrooms are well maintained, attractive and free of physical hazards.

Classrooms have an appropriate amount of space for the student-teacher ratio and provide a cheerful welcoming atmosphere. All recommendations from the City of Chico Fire Marshall are followed.

Internal Security Procedures

Standard incident reporting procedures are used.

Valuables and equipment are inventoried, properly engraved for identification, and stored securely.

Campus security is coordinated with law enforcement as needed.

The community uses the school during off-hours. Butte County Office of Education offers a night class for sign language instruction. In addition, the North Valley Autism Society meets on the campus twice each month.

Fire drills are conducted and recorded monthly. Code red drills are held annually along with quarterly earthquake preparedness drills.

Action Plan:

- Budget:
1. The Loma Vista School Safety Team will meet quarterly.

Timeline:

On-going Site

School		
2. Continue to update staff training in disaster preparedness.	On-going	Safe
3. Conduct a minimum of two (2) Code Red drills per school year.	On-going	Site
4. The custodial staff will inspect the campus daily.	On-going	Site
5. Continue to evaluate pedestrian hazards and safety issues.	On-going	Site
M&O		
6. Purchase safety equipment needed to maintain an adequate level of school safety.	On-going	Site
7. Repair, replace and maintain school safety equipment.	On-going	Site
8. Safety signs will be replaced on campus as needed.	June 2007	Safe Schools

EVALUATION:

Evaluation data to be used to determine the effectiveness of this school safety plan are listed below:

Component 1:

1. Safety Team meeting minutes
2. Staff meeting agendas
3. Attendance data
4. School Accountability Report Card
5. School community input

Component 2:

1. Safety drill log
2. Custodial inspections
3. Accident reports
4. Chico Fire Department Inspection Reports

Public is encourage to review the Loma Vista 2007-08 Safe School Plan .

Loma Vista School

2007/2008

Suspensions:

0 Suspensions

0 Total Days of Suspension

Expulsions:

0 Expulsions

**PROPOSED AGENDA ITEM: Public Hearing and Acceptance of CSEA, Chapter 110
Appointee to the District's Personnel Commission**

Prepared by: Bob Feaster, Assistant Superintendent, Human Resources

- ☐ Consent
☐ Information Only
☒ Discussion/Action

Board Date: October 1, 2008

Background Information:

Chico Unified School District is a Merit System District. This requires a Personnel Commission which in our District consists of three (3) members. One member is appointed by the District, one is appointed by the Chapter and one is a neutral who is agreed upon by the other two members. The District and the Chapter recently learned that the Chapter appointee has moved out of the CUSD boundaries and as a result can no longer serve on the Personnel Commission. Chapter 110 has voted to appoint William B. Patton to the Personnel Commission. This is an opportunity for the Board to learn more about Mr. Patton and solicit public input regarding his appointment. Representatives from CSEA, Chapter 110 will provide information regarding Mr. Patton's background and qualifications.

Educational Implications:

Having a fully functioning and complete Personnel Commission will maintain the flow of decisions regarding issues such as eligibility lists and other issues related to the employment of classified staff.

Fiscal Implications:

None

William B. Patton

EDUCATION:

Cal Northern School of Law, Chico, CA.
Newport University, Newport Beach, CA.
First-Year Law Student's Examination, passed June 1985
Juris Doctorate 1989
Qualified for admission to sit for the State Bar of California 1998

California State University, Chico
Economics major
Senior status, 1983

Yuba Junior College,
Undergraduate work, transferred to CSU, Chico 1965

Wilkinsburg High School
Pittsburgh, PA
Graduated 1958

LABOR ACTIVITY:

CSEA (CSUEU): Served 18 years as the Unit 5 steward at CSU, Chico. Serve on the following committees: Facilities Management Safety Committee, CSUEU/FMS monthly Labor/Management Committee, IRP Committee, Quarterly CSUEU/FMS/HR Labor/Management Committee and served on the Sexual Harassment Committee. Vice Chair of Unit 5 and served on the statewide bargaining team, CSUEU Division Council, Bargaining Unit 5 Council, Communications Committee, and Representation Committee. Classification Standards Committee, Member of the statewide Custodial Labor/Management Committee. Currently consultant to CSUEU, Chico, Chapter 12.

REFERENCES:

Pat Gantt
President, CSUEU

Darrel Bartlett
Unit 9 (Tech support) Rep., CSUEU

Robert Radcliffe
Attorney, Public Defender