

## **Creekside Oaks Elementary School's Safe School Plan**

Creekside Oaks Elementary School is located in Western Placer Unified School District in Lincoln, California. The school is located on First Street in North Lincoln. The once rural surroundings of the school are giving way to residential and commercial development.

The school serves students in kindergarten through fifth grade. School enrollment is approximately 625. The ethnic make up is as follows: 37% Hispanic, 54% Caucasian and 9% other. The uniqueness of students and staff is recognized and respected. The school community emphasizes excellence, innovation, and progress in academic skills, citizenship, personal growth and social development for all students.

### **Western Placer Unified School District Mission Statement**

Empower students with the skills, knowledge, and attitudes for success in an ever changing world.

### **Creekside Oaks Elementary School Vision Statement**

Staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a lifelong love of learning.

## **Ensuring a Safe and Orderly Environment**

### **Component One – People and Programs Action Plan**

**Goal #1:** All students, including sub group populations, will demonstrate proficiency on state standards

#### **Objectives:**

- Creekside Oaks Elementary School will meet its Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals, both school-wide and subgroup goals, as established by the state and federal governments
- English Language Learners will advance one proficiency level a year on the CELDT until reclassified as Fluent English Proficient (FEP)
- Identified special education students will meet IEP goals that are aligned with grade level standards

#### **Student Support and Intervention Opportunities:**

- Students will meet or exceed grade level standards. Intervention plans will be developed for students not meeting grade level standards
- Student Success Team (SST) is available for students that are having academic and behavioral difficulties
- A Title I reading specialist works with first, second, third, and fourth grade students who have met the criteria for intervention
- EL students (English Learners) are supported for English Language Development, core curriculum acquisition and cultural integration. English Learners are placed with teachers that have a specialized certificate or credential (CLAD,BCLAD,SDAIE) and receive instruction that is differentiated

- Special Education students receive intervention according to their Individual Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC)
- EL students receive 40 minutes per day of EL instruction.
- Students (2<sup>nd</sup>-5<sup>th</sup> grade) Identified gifted and talented students have the option of attending the GATE or High Achiever programs at First Street School. Students meeting and exceeding grade level standards at Creekside Oaks will be challenged by higher level thinking activities and the Accelerated Reading Program
- Positive Action is a K-5 classroom program that teaches students drug resistance skills, peer pressure, self esteem and how to make right choices
- Study Buddies and Peer Tutors are arranged by pairing upper grade classes with primary classes to provide peer tutoring and assistance
- The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need
- Suicide prevention training is offered to employees through the Roseville Police Department and the Placer County Office of Education
- The SCHOOLS group schedule trained adult volunteers in all classrooms

**Goal #2:** Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all sub groups

**Objectives:**

- Staff will analyze student data to plan instruction. Collaboration can occur during Early Release Days, Professional Learning Communities (PLC) meetings and/or grade level meetings. Grade level and individual goals will align with school goals that are based on assessment data and geared towards student achievement towards district standards
- Instruction will be differentiated to include activities to meet the needs of at-risk, GATE, and English Language Learners in the classroom
- OARS – Online Assessment Reporting System provides assessment information for teacher analysis and diagnosis of student needs

**Student Support and Intervention Opportunities:**

- An occupational therapist has been contracted to work with Special Education students who have sensory integration difficulties
- Perfect Attendance, Accelerated Reader, Student of the Month and Good Citizenship certificates are given to students to encourage success

**Goal #3:** Creekside Oaks' students will feel emotionally and physically safe at school.

**Objectives:**

- Staff will consistently implement a school behavior plan that focuses on prevention as well as consequences for choices
- Students will indicate they feel safe on the playground as measured by teacher observation and student reports
- Documentation of “high risk” behaviors are required
- Psychologist, Resource Specialist and Administration will monitor “high risk” students and decide if further evaluation is needed

**Student Support and Intervention Opportunities:**

- Support Systems are coordinated with county and other agencies to provide child services as needed: Access, S.M.A.R.T., Family Cooperative Project, Caring About Kids Mentor Program, Public Health Issues, Parenting Classes, Support Groups, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives and character education programs
- The Discipline Committee reviews the school behavior plan that awards students making appropriate choices and gives consequences to students making inappropriate choices. The behavior plan is reviewed annually and is a “living” document
- Teachers meet, by grade level, every other Friday morning from 7:45-8:30 to review assessment data for student interventions, develop groups for universal access time and identify target students. This time is called “PLC” or Professional Learning Communities.
- The classroom teacher and/or principal, encouraging students to make appropriate choices, will create an individual student behavior plan when necessary
- Educational programs are implemented to focus on specific health issues, such as nutrition, alcohol and other drug prevention, family life and AIDS awareness (as grade appropriate)
- Free and reduced breakfast and lunch programs are available for qualifying students
- The school will coordinate with mental health and alternate placement programs to ensure that students who have difficulty adjusting in regular education program receive appropriate education services
- Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred
- Students experiencing academic and/or behavioral difficulties may be referred to the Student Success Team to explore intervention options
- The Lincoln Lighthouse Center offers counseling services for at risk students and families
- Various groups, such as Charlie Check First, will be presented to kindergarten through second grade levels. Local law enforcement and community agencies will make presentations on child safety issues
- A Health Clerk is on campus daily for 3 hours. A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families

**Parent Support:**

- Parents are encouraged to be part of the Student Success Team to help create action plans that include modifications to help students become successful
- Parents are active participants in School Site Council, Parent Teacher Organization, various committees and classroom activities to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures
- Western Placer Unified School District’s Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs
- Parents are always encouraged to be involved in their child’s education. An example: parents of English Learners attend ELAC meetings, quarterly, to express their thoughts and needs. An ELAC representative attends the district committee (DELAC).

**Staff Support:**

- Staff members with diversified expertise will be recruited to work with students. The staff will continue to be trained in all curricular areas to help reach all types of learners with diversified backgrounds.
- Staff development days focus on district and school goals and objectives, state standards, changing curriculum, changing student population and specific needs of the student body. This could include topics such as conflict resolution, students with special needs, techniques to help keep students focused in the classroom, training in newly adopted curriculum and techniques for meeting the needs of a changing population which includes meeting the needs of students in today's society and safety intervention for yard supervisor workshops.
- Staff members will continue to search for additional research and information on "Kids at Risk" intervention programs to meet the needs of all students. Training and implementation on such programs will be a focus of staff development and teacher articulation and planning time.
- The principal, assistant principal and staff provide strong leadership for a vision of school success. This will be accomplished through academic achievement, establishment of a productive environment, and establish a positive school climate.
- A referral system is in place to help students and families meet their needs. Systems, such as probation, SARB, law enforcement agencies, or ACCESS, may be recommended by the Student Success Team, a 504 or IEP Team and are made through the school administrator, school nurse or school psychologist.
- Classrooms are created to enhance the experience of learning and promote positive interactions between students and staff. Building positive relationships is a school-wide theme. Students are encouraged to work together on academic tasks through cooperative learning.
- Curriculum will be standards-based and will provide opportunities for students to achieve high academic standards. Supplemental materials will focus on prevention, refusal skills, making good choices, self-esteem, developing of social and personal skills, controlling anger and accepting of consequences, respect, responsibilities, goal setting, communication skills and developing relationships.
- Learning styles will be routinely assessed and instructional strategies will be used to accommodate the different learning styles of students in the classroom. Curriculum will be developed to meet the diverse learning styles of all students.
- Learning and productivity is valued and success is expected of every student. Interruptions are kept at a minimum. Students and staff want and expect class time to be used efficiently.
- Staff members continue looking for programs, techniques and strategies to provide support for students having academic difficulties. Students identified as not meeting grade level standards are supported through differentiated curriculum and intervention programs. Teachers meet on Early Release Days and PLC Fridays to examine assessment data for immediate intervention. Identified students are encouraged to attend the Western Placer Unified School District's summer school program.
- Our school community has high behavior standards for all students. Safety from injury, respect (for students and adults), lack of physical violence, intimidation and harassment continues to be a focus. Respect for each other and respect for all adults is always a priority. Standards of behavior and expectations are clearly stated and defined. Creekside Oaks Elementary School's behavior plan is in place and is aligned with the District's procedures and Board policies on providing a safe and orderly environment. Rules are printed in the Parent/Student Handbook, reviewed at assemblies, in the cafeteria and in the classroom in English and in Spanish. The behavior plan must be read and completed by a parent's signature. Adults model respect by the positive manner in which they deal with

students and staff. Staff members quickly respond to discipline issues and criminal infractions. Policies and procedures are in place for reporting criminal behavior to the appropriate law enforcement agency.

- Student recognition of appropriate behavior shows students that the school and community expect the best effort and performance from everyone. There is frequent communication between teachers, administration and parents when a student cannot adjust to appropriate behavioral standards.
- Discipline practices will be developed with participation from certificated and classified staff, parents and students. The Discipline Committee is a problem solving committee that develops the school's behavior plan. The committee meets annually.
- Strategies and programs will be implemented to ensure that students are not permitted to victimize staff and students.
- Every year, Creekside Oaks students review six important character traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Primary Focus and Character Counts are two presentations that reinforce the six traits and students are able to see the behaviors in action. Teachers use the Positive Action curriculum to teach students how to feel good about themselves, take responsibility for their own behavior, and get along with others. It is also a school climate program that creates a positive atmosphere school-wide.
- Consequences for violating behavioral expectation will be fair, consistent, understood and communicated to students and parents.

### **Dress Code**

The Western Placer Unified School District Board Policy requires that clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or that which advocates racial, ethnic or religious prejudice or use of drugs or alcohol (Western Placer Unified Board Policy AR5132). Students are to wear clothing that is comfortable, clean and weather appropriate and not disruptive to the educational process. Appropriate school attire is expected of all students. Good standards of dress and appearance reflect good judgment and help create a wholesome atmosphere at school. Clothing must fit properly so children can run and play safely. Shoes should be appropriate for walking, playing in playground activities and for participation in a planned P.E. Program. Specific examples are located in the Parent/Student Handbook.

### **Harassment**

Harassment (verbal, physical, or sexual) is not allowed on the Creekside Oaks School campus. Following Education Code Section 212.6 (b) and the Western Placer Unified School District Board Policies on Sexual Harassment, Creekside Oaks School has strong consequences for harassment. A student who believes he/she has been sexually, verbally, or physically harassed should report it immediately to any adult. Any student who knows of any sexual harassment should report it immediately. Information on all types of harassment is communicated through the first day packet, Parent/Student Handbook, teacher handbook, assemblies and the classrooms. Students are informed that the consequences could include some or all of the following: a parent conference, suspension (in school or at home), and/or a conference with law enforcement.

### **Child Abuse Reporting**

Following the Education Code Section 3529.2 and Penal Code Section 11164, Creekside Oaks Elementary School has a Child Abuse Reporting Procedure in place. Teachers have been trained in knowing the procedure.

### **Behavior Plan**

The Creekside Oaks School Discipline Committee meets each year. Students, parents and school staff help develop the school behavior plan. The behavior plan is designed to provide logical consequences

to students who break the rules as well as positive rewards for students who are able to follow the established rules. Following are the school rules:

- \*We keep our hands, feet and objects to ourselves
- \*Follow directions
- \*Use appropriate language
- \*Respect school/personal property
- \*Respect others
- \*Walk quietly through school campus
- \*Gum, toys and electronics should be left at home

School staff encourages the following problem solving steps:

- \*Ask the person to stop
- \*Try to ignore it
- \*Go somewhere else (walk away)
- \*Ask for assistance
- \*When you do ... I feel ...

### **Positive Reinforcement**

The staff highlights positive behavior to encourage and instill good citizenship during a student's education at Creekside Oaks School and beyond. The school's behavior plan is designed to positively reward students who are able to follow the established rules and set good examples for others. Following are some examples of the positive interventions that take place at Creekside Oaks School: reading Incentives, verbal praise and encouragement, extra and co-curricular activities, Good Citizen Awards, Student of the Month, helper / special person of the day / week, and Positive Action Cards.

### **Consequences**

The following classroom consequences apply when a student chooses to break a rule and as a result, receives a citation:

- Citation 1: Principal to call parent  
1 hour after-school detention
- Citation 2: Teacher, Parent, Student, Principal Meeting  
1 hour after-school detention
- Citation 3: Teacher, Parent, Student, \*Principal Meeting  
Create a behavior plan  
(2) 1 hour after-school detentions  
Schedule a Student Success Team (SST) Meeting
- Citation 4: Teacher, Parent, Student, Principal Meeting  
Follow-up Student Success Team (SST) Meeting  
Review behavior plan
- Citation 5: Consequence decided by principal on a case by case basis

Citations are monitored, and each student gets a new start each trimester.

### **Suspension and Expulsion**

The Creekside Oaks Elementary School administrators follow the Suspension/Expulsion Procedures outlined in the Education Code Section 48900-48926, the Western Placer Unified School District Policies and the procedures listed in the Western Placer Unified School District Safe School Plan. Suspension of Special Education students is monitored and legal requirements are followed. All information of suspension of special education students is sent to the District Office. The principal attends continual training on legal requirements concerning suspension and expulsion requirements.

Education Code 48900 identifies the student actions that are grounds for suspension and expulsion. Students may be suspended or expelled from school depending upon the behavior. Grounds for suspension and expulsion include but are not limited to:

- Attempts or threatens actions that cause physical injury to another
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., firearm, knife, explosive material)
- Use, sale or possession of a prohibited substance (i.e., alcohol, drug or nicotine product)
- Commits or attempts to commit robbery or extortion or knowingly receives stolen property
- Causes or attempts to cause damage to school or private property
- Commits an obscene act or habitual vulgarity or profanity
- Disrupts school activity or willfully defies school personnel
- Committed or attempted sexual assault
- Harassment, intimidation of other students
- Terrorist or hate threats against school officials or school property
- Caused, attempted, threatened, or participated in an act of hate violence

Students who choose to violate Education Code 48900 are referred to the principal or his/her designee. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914) the parent is then obligated to meet with school staff without delay.

Classroom teachers are notified of students in their class with past suspensions and expulsions.

A student will not be suspended from school for more than twenty (20) school days unless the student is recommended for an expulsion.

<b>Data Source: Discipline Records</b>		
<b>2006-07</b>	<b>Suspensions -- 23</b>	<b>Expulsions – 0</b>
<b>2007-08</b>	<b>Suspensions -- 28</b>	<b>Expulsions – 0</b>
<b>2008-09</b>	<b>Suspensions -- 33</b>	<b>Expulsions – 0</b>
<b>2009-10</b>	<b>Suspensions -- 23</b>	<b>Expulsions – 0</b>
<b><u>Conclusions:</u></b> Student discipline issues rise /fall as the population increases and decreases.		

**Governance Team:**

School Site Council and staff will monitor activities throughout the year. The Safe School Plan will be annually reviewed. The School Site Council reviews the progress and examines student data. The Student Study Team, grade level teams, and principal continually review student performance and assessment data.

**Funds/Resources Needed to Support Implementation:**

A variety of resources are used to fund the activities and programs:

- Character Counts is funded through our Parent Teacher Organization
- Incentive programs are funded with site and Parent Teacher Organization funds
- Student Intervention is funded through Title I funds. There are four instructional aides and a reading specialist who see approximately 140 students a week.
- Student recognition is funded by site and Parent Teacher Organization funds
- Staff development and trainings are funded by site and district funds
- Parent education activities are funded by site and Parent Teacher funds

**Evaluation:**

Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, input from the intervention staff, student assessment data and referrals

## Timeline of Major Activities:

Activities	Frequency	A	S	O	N	D	J	F	M	A	M
Identification Of At Risk Students For Intervention	Continual	X	X	X	X	X	X	X	X	X	X
Intervention Services	Continual	X	X	X	X	X	X	X	X	X	X
Student Study Team	Continual	X	X	X	X	X	X	X	X		
Parent Education Meetings (PTO)	Monthly	X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention	Conference		X		X				X		X
Discipline Committee Meets	Annual or as needed			X							
Begin School-wide Reading Program AR	Daily and Trimester	X	X	X	X	X	X	X	X	X	X
Positive Recognition Awards	Monthly	X	X	X	X	X	X	X	X	X	X
Science Instruction	Grades 1-5	X	X	X	X	X	X	X	X	X	X
Music Instruction	Grades 1-5	X	X	X	X	X	X	X	X	X	X
School Site Council	Monthly	X	X	X	X	X	X	X	X	X	X
ELAC	3 times a year			X				X		X	
Professional Learning Communities (PLC)	Grades K-5 Every other Friday	X	X	X	X	X	X	X	X	X	X

### **Component Two: The Physical Environment (Place) Action Plan**

Creekside Oaks Elementary School is located in the Western Placer Unified School District. Its physical location is in Lincoln, in a once rural area that is experiencing growth of residential and commercial developments.

**Goal #1:** All students will have safe entrances and exits during the daily school routine or during a crisis situation.

**Objectives:**

- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, through the school newsletter and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.



- The school administrators will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked monthly and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.

**Goal #2:** The Creekside Oaks campus is a secure and safe environment.

**Objectives:**

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff and office personnel monitor and assess this procedure.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office personnel monitor this objective.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during lock-down drills. A cadre of staff will participate in training as available and will train the remainder of the staff.
- Main entry and exit points are monitored. The school staff is visible and assesses the entrances and exits of students and visitors.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals. All of the staff wear vests and carry radios for emergencies.
- A security system is in place and the custodians, principal and district maintenance crew monitors its use.

**Student Support:**

- It is a priority at Creekside Oaks for safe ingress and egress of pupils, parents and school employees to and from school. There is constant communication to parents on the safe entrance and exit procedures.
- Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 7:45AM. to 8:15AM and 2:20PM. to 2:50PM.
- Creekside Oaks works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures after school.
- The campus perimeter is secure from criminal activity. The campus is closed and access signs are displayed prominently at entry points. All visitors must check in at the office and wear visitor badges. Creekside Oaks adheres to the Western Placer Unified School District's Policies on School Safety. Staff is trained to direct unidentified persons to the main office.
- Signs are posted to keep dogs (unless prior arrangements are made) off the campus. There are procedures in place to contact local animal control officers so that the animal can be removed as soon as possible.
- The school playground is gated and limits vehicle access to school grounds.

- There is adequate staff supervision when students are on playground. Each staff member wears an orange vest so they are visible to students for emergencies. Staff is on duty as students leave campus. Teachers monitor the hallways. Loitering and trespassing by older students is not allowed.
- A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.
- Places for loitering are limited. Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the School Safety Committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.
- Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Monthly fire drills are practiced following requirements of the Lincoln Fire Department. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are practiced annually.
- Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.
- Should a bomb threat be received, the principal or the designee shall: notify the police of intended actions. The principal or designee may request assistance. If assistance is requested the principal will state clearly where the law enforcement officials may meet him/her upon arrival on campus. The principal will also notify the superintendent. The decision to evacuate whole school (fire drill) or on an individual room by room basis will be determined. Staff will avoid any publicity concerning the bomb threat. If the "bomb threat" caller has alerted the news media, the district office will supply assistance for the principal in working with the press.
- All persons will be given clear direction to not disturb any suspicious objects/packages.

### **Parent Support**

- There is continual communication to parents on traffic flow for safe drop off and pickup issues.
- Parents have the opportunity to work in a collaborative manner to give input on school safety issues and the Safe School Plan.

### **Staff and Site Support**

- Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment.

- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities or person. Safety and security is a primary focus. If graffiti and evening/weekend littering and vandalism become more frequent, additional law enforcement patrols will be requested.
- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly fire and emergency drills are logged.
- Equipment is inventoried, engraved or labeled for identification and stored securely and safely.
- The community using the facilities will follow district procedures and fill out a district Facility Use Request. The community will use the facilities during off-school hours with maintenance personnel in attendance.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input. The Crisis Plan is in place. It includes natural emergencies and a crisis intervention plan to handle all types of emergencies. This plan is reviewed annually.
- There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, intercoms, "All-Call" codes. The health clerk, noon supervisors and the office staff use hand-held radios.
- There is a new school automation emergency communication system in place to call all parents in case of a major incident.
- There is strong leadership by staff and a safe, orderly and productive environment has been established by the principal and staff. The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- When appropriate, the principal will work with local law enforcement and social service agencies to provide the necessary services for students.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.
- The signal for lock down is direct and clear. The principal or designee will announce the lockdown using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice. A red or green card system is in place for accounting.
- Staff and students feel physically safe and psychologically secure from physical and verbal attacks. The Lincoln Police Department, in alliance with Creekside Oaks staff, and administration provide their presence as needed. The administration supports all students and staff so that they feel physically and emotionally safe.

**Governance Team:**

A School Site Council, consisting of principal, teachers, parents and a member of the classified staff participates in the goal setting, decision making and development of the budget of the programs that support these goals. Staff and parents have opportunities for input. The staff works in collaboration with local fire and law enforcement agencies, the community, local businesses, health professionals, county agencies and District personnel to help create a safe, secure facility. The Discipline and Safety Committee work to ensure a safe campus.

**Funds/Resources Needed to Support Implementations:**

A variety of resources are used to ensure the safety of this campus:

- District and site funds support the purchase of signs and barricades to ensure safety of students walking to and from school.
- Site and Parent Teacher Organization funds support award, discipline and incentive programs.
- Site funds support the character education programs and the maintenance needs.
- School Improvement Program funds support safety issues as part of the Safe School Plan.

**Evaluation:**

Evaluation of the programs and campus security is reviewed and monitored by the School Site Council, staff, Student Study Team, and Discipline Committees. Parent, staff and student surveys allow input from the entire school community. Discipline and mental health referrals are monitored and assessed. The Safe School Plan is updated annually in a collaborative effort between the school communities and approved by the School Site Council.

The students, staff and parents work together to ensure that strategies are in place to build a sense of a safe community. Students, staff and parents take pride in Creekside Oaks and work as a team to solve problems and improve the safety and climate of the school.

**Recommendations for improvement:**

District

- \*more lighting for asphalt on west playground and courtyard in front of library
- \*outdoor PA so west playground can hear “All-Call”
- \*driveway to cafeteria for food service and milk vendor vehicles

Site

- \*emergency substitute packets in front office for each teacher

**Timeline of Major Activities**

Activities	Timeline	A	S	O	N	D	J	F	M	A	M
Communicate with parents re: drop off and pickup points	Monthly	X	X	X	X	X	X	X	X	X	X
Work with crossing guards and staff working traffic supervision	Continually	X	X	X	X	X	X	X	X	X	X
Meet with the District Safety Committee	Twice a year				X				X		
Meet with the school custodians regarding safety issues	Continually	X	X	X	X	X	X	X	X	X	X
Work with local fire and law enforcement agencies regarding safety (parking lot and gates)	Annually	X	X	X	X	X	X	X	X	X	X
Work with county officials on signs and roadways	On-going	X	X	X	X	X	X	X	X	X	X
Discipline Plan is reviewed and updated	Annually or as needed	X									

**EVACUATION AREAS**

**Primary Site** (Fire Drill Route) Our primary site on campus is located on the far west side (Fuller Street is the boundary) and north of the black top playground area behind last row of portables.

**Secondary Site** Alternate routes such as both parking lots and the field behind the Lincoln Community Center.

**RELOCATION**

**Primary Off- Campus Location – We load buses and go to Lincoln High School.**

## **LOCK DOWN**

- **Doors locked**
- **Windows/blinds closed**
- **Lights off**
- **Students on the floor**
- **Room is quiet**
- **Red (not all students are accounted for) or Green (all students accounted for) cards posted in the classroom window**

## **LOCK IN (Stay-in-place, be on alert status)**

- **Doors locked**
- **Windows/blinds closed**
- **Students are able to work at their desks**
- **Lessons as usual until an all secure signal is called or you are given further instructions**

## **AFTERMATH**

- **Prior to the end of the crisis, plans are underway to provide support to students, communicate with parents, staff and community members to get back to normal as soon as possible.**

## **CRISIS RESPONSE BOX**

**Our crisis box is located in our school office and contains the following items:**

- **Map or diagram of campus with evacuation sites marked**
- **Student/staff emergency cards/roster**
- **Student/staff attendance for current day and visitor's log**
- **Latex gloves**
- **Flashlight with batteries bagged separately**
- **Whistle**
- **Two pens**
- **Large marker**
- **Small notebook and/or legal pad**
- **Scissors and/or utility tool**
- **Post it notes**
- **Assorted band-aids**
- **Other items specific to this location**

## **FIRST ACTIONS FOR ALL STAFF**

- **All staff will respond to the "All Call" signal and proceed to follow through to keep everyone safe**
- **EVACUATION – get everyone out**
- **LOCK IN/SHELTER IN PLACE – Remain indoors, doors locked, continue teaching**
- **LOCK DOWN – Remain on floor indoors, door locked, drapes drawn until released by known school or uniformed officials.**
- **AFTERMATH – Bring everybody back and the situation back to normal**
- **All staff must know what their responsibilities are**
- **Keep plan current and review it timely (once or twice a school year)**

## **COMMUNICATING OUR PLAN**

- **Staff will be made aware of the crisis immediately through the PA system from our school office**
- **"911" will be contacted and made aware of our crisis by our office staff**
- **District will be contacted and made aware of the situation by our office staff**
- **Media to be contacted by our district office staff**
- **Communication with parents will be done through phone calls (if possible), news releases and media reports**
- **Incident Command System (ICS) to be initiated when the crisis takes place**

## **UPDATING THE PLAN**

The plan will be reviewed at intervals each school year to ensure that we will be prepared for a crisis if it should take place

## **ACCOUNTABILITY**

This plan calls for accounting for everyone on campus, including the following:

- Students by teachers
- Staff by office personnel
- Visitors by office personnel

**Staff Buddy System** to account for each other and notify the office if someone is missing. Buddy System matches:

- Rooms 1,2
- Rooms 3,4
- Rooms 5,6
- Rooms 7,8,9
- Rooms 10,11
- Rooms 12,14
- Rooms 13,15
- Rooms 16,17
- Rooms 18A,18B,
- Rooms 19,20
- Rooms 21,22
- Rooms 23,24
- Rooms 25,26
- Rooms 27,28
- Rooms 29,30
- Kindergarten Rooms
- Computer Lab, Library
- Title I Room 31, Psychologist 32
- EL Support Room 34, RSP Room 36, Speech Room 33,
- Custodial & Cafeteria
- Office staff

## **VISITOR LOG**

All visitors are asked to sign the visitor's log and obtain a badge when they arrive on campus. They are asked to sign out and return the badge when they leave campus.

## **RED and GREEN Cards**

Teachers use these cards to communicate at a glance the following information:

- **"GREEN CARD"** – all is well and everyone is accounted for
- **"RED CARD"** - Someone is missing, wounded or extra children

## **STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)**

This is developed by the fire departments to give a common language and common tactics when responding to emergencies. It was then expanded to all government agencies in 1996. Elements of SEMS include:

- Incident Command System (ICS)
- Mutual Aid System
- Multi-Inter Agency Coordination
- Operational areas

## **INCIDENT COMMAND SYSTEM (ICS)**

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implements or "Doers"
- Logistic obtains resources or "Getters"
- Planning/Intelligence

## INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of:	Please:
Stranger on campus	<ul style="list-style-type: none"> <li>*Notify the office through the campus phone system or by walkie-talkie from the playground.</li> <li>*Provide a description of the individual</li> </ul>
Individual with firearm -- adult or student	<ul style="list-style-type: none"> <li>*Never take steps to attempt to disarm the individual!</li> <li>*Secure your students in classroom</li> <li>*Lock down room</li> <li>*Notify the office using campus phone system</li> <li>*Account for all children</li> <li>*Provide a description of the suspect</li> </ul>
Attempted kidnapping	<ul style="list-style-type: none"> <li>*Never take steps to physically thwart a kidnap attempt!</li> <li>*Secure your students in classroom</li> <li>*Lock down room</li> <li>*Notify the office of attempt and perceived victim using campus phone system</li> <li>*Account for all children</li> <li>*Provide a description of the suspect</li> </ul>
Serious Injury	<ul style="list-style-type: none"> <li>*Begin First Aid procedures and/or</li> <li>*Notify office using campus phone system or reliable student messenger(s)</li> <li>*Send students to neighboring classroom</li> <li>*Stay with victim until relieved by paramedic or other qualified individual</li> </ul>
Death of student (off campus)	<ul style="list-style-type: none"> <li>*Minimize initial comment to students until all facts are present</li> <li>*Contact school office for confirmation</li> <li>*Respect privacy of the victim's family</li> <li>*Moderate student discussions</li> <li>*Expect support from district psychological support personnel</li> </ul>
Death of student (on campus)	<ul style="list-style-type: none"> <li>*Remove students from scene by sending them to neighboring classroom</li> <li>*Notify office using campus phone system or through adult runner</li> <li>*Remain with victim until relieved by administrative personnel, police or paramedic</li> <li>*Minimize initial comment to students</li> <li>*Expect support from district psychological support personnel</li> </ul>
Death of employee	<ul style="list-style-type: none"> <li>**Same as above</li> </ul>
Fire	<ul style="list-style-type: none"> <li>*Notify office using fire pull stations or by campus telephone system</li> <li>*Evacuate the building per procedure</li> </ul>
Earthquake	<ul style="list-style-type: none"> <li>*Begin duck, cover and hold process</li> <li>*Expect that the office will be feeling the tremor and await further information</li> </ul>
Rumors of Trauma, Injury, Accident or Death	<ul style="list-style-type: none"> <li>*Seek confirmation from school office</li> <li>*Minimize comments to students until all facts are known</li> <li>*Moderate student discussions</li> </ul>

	*Expect support from district psychological support personnel
Altercation between Adults	<ul style="list-style-type: none"> <li>*Remove students from immediate area</li> <li>*Draw classroom drapes</li> <li>*Notify office using campus phone system</li> </ul>
Mountain Lion or Other Major Animal Predator	<ul style="list-style-type: none"> <li>*Commence Return to Building procedures</li> <li>*Draw classroom drapes</li> <li>*Notify office through campus telephone system</li> </ul>
Violent Student	<ul style="list-style-type: none"> <li>*Commence restraint procedures</li> <li>*Monitor objects that can be thrown</li> <li>*Contact office</li> </ul>
Student Behavior Crisis	<ul style="list-style-type: none"> <li>*Remove students from immediate area of student misbehaving or remove disruptive student from peers</li> <li>*Notify office through available systems</li> <li>*Commence procedures outlined in individual student behavior plan if available or rely upon office or designee for next steps</li> </ul>
Student Seizure (Medical)	<ul style="list-style-type: none"> <li>*Be aware of procedures associated with individual</li> <li>*Clear an area</li> <li>*Do not restrain</li> <li>*Contact office</li> <li>*Wait with student</li> <li>*Debrief</li> </ul>
Bomb Threat	<ul style="list-style-type: none"> <li>*The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.</li> <li>*Notify the Superintendent</li> <li>*Make the decision to evacuate the buildings</li> <li>*Follow Fire Drill procedures</li> <li><b>The teacher will:</b> <ul style="list-style-type: none"> <li>*wear safety vests for easy identification</li> <li>*evacuate their area with students immediately</li> <li>*close doors behind them, but leave them unlocked</li> <li>*assemble in a pre-arranged, identified safe location</li> <li>*line students up with backs to the school buildings in one, quiet line</li> <li>*face students so teachers can see buildings and emergency personnel</li> <li>*take attendance and account for all students</li> <li>*wait for further instructions from emergency personnel or administrators</li> </ul> </li> <li><b>Administration will:</b> <ul style="list-style-type: none"> <li>*visually inspect their assigned areas to verify no one remains in school buildings</li> <li>*give further directions as directed by emergency personnel</li> </ul> </li> </ul> <p>Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.</p>

**NO ONE is permitted to touch, handle or move the suspicious object.**

**RED PHONE**



\*In case of an emergency in the classroom, the teacher is to call the office on the red phone by dialing 163. This phone is a priority and is immediately answered by office staff.



Self Inflicted Injury  
Life Threatening

If a child tries to hurt himself while at school, and it is life threatening, these procedures will be followed:

**The teacher will:**

- \*Call 911 for an immediate response.
- \*Call the office extension 163 – red phone
  - 112 - Ms. Pezanoski
  - 107 - Mrs. Anderson
  - 100 –Mrs. Shorkey
  - 101 – Mrs. Evertsand request assistance from the principal.
- \*Follow up with a 1066 report to Children’s Protective Services

**The office will:**

- \*Call parents using the emergency card information
- \*Call Placer County Mental Health at 889-6850
- \*Notify the superintendent at 645-6350
- \*Report the incident to the Lincoln Police Department 645-4040
- \*Request a substitute for the teacher, if necessary, 645-6350
- \*Request counseling services for students in the classroom, if necessary (Director of Special Education, 645-6350).

**The teacher follows up with a 1066 report to Children’s Protective Services.**

Self Inflicted Injury  
Non-life threatening

If a child tries to hurt himself while at school, and it is NOT life threatening, these procedures will be followed

**The teacher will:**

- \*Call the office, extension
  - 112 - Ms. Pezanoski
  - 107 - Mrs. Anderson
  - 100 - Mrs. Shorkey
  - 101 – Mrs. Evertsand request assistance from the principal.

**The office will:**

- \*call the parents using emergency card information
- \*connect the child by phone with the Suicide Prevention Hotline at 645-8866 or 773-3111
- \*notify the superintendent at the district office
- \*report the incident to the Lincoln Police Department 645-4040
- \*request a substitute for the teacher, if necessary
- \*request counseling services for students in the classroom, if necessary (Director of Special Education, 645-6350)

**The teacher follows up with a 1066 report to Children’s Protective Services.**

# EVACUATION PROCEDURES

In the event of an emergency that requires evacuation from classrooms before the regular dismissal time, we will follow these procedures.

**Administration will:**

- \*notify all classrooms
- \*request teachers to release students who ride the bus as soon as the buses arrive at the school
- \*direct office staff to begin notifying families of bus riders
- \*advise all incoming families to pick up their students directly from the classrooms

**Support staff (anyone without a classroom assignment) will:**

- \*report to the office to assist as needed
- \*stand outside for bus duty, as directed

**Teachers will:**

- \*wear safety vests for easy identification
- \*keep all students in their classrooms
- \*release bus riders when directed
- \*dismiss students directly to families from the classroom
- \*maintain a sign-out sheet so there is a written record indicating to whom students were released
- \*bring remaining students to the library when directed and remain there until further notice

In the event of an emergency that requires evacuation from the school site at any time, we will follow these procedures.

**Administration will:**

- \*notify all personnel immediately
- \*supervise the loading of buses on First Street

**Support staff (anyone without a classroom assignment) will:**

- \*report to First Street to assist as needed
- \*stand outside for bus duty, as directed

**Teachers will:**

- \*wear safety vests for easy identification
- \*immediately evacuate their students to the buses on First Street
- \*immediately take attendance to verify all students are together
- \*notify administration or assigned support staff about any missing students

In a major crisis, if the school is unable to evacuate from First Street, everyone will evacuate the school on the west side using Fuller Lane. Everyone will walk west on First Street (away from Joiner Parkway) and load onto buses parked on Fuller Lane (the western boundary of Creekside Oaks School).