

Palm Crest Elementary School

PCR Comprehensive School Safety Plan

2016-2017

1. Summary of Changes From 2014-2015 Plan

Updates and revisions:

- Section 2: School Site Council Assurances Page updated with new personnel
- Section 3: LCUSD School Crime Report updated
- Section 4: Child Abuse Reporting Procedure
- Section 5: Disaster procedures updated with new personnel and revisions to student release
- Section 5: Disaster drill schedule updated
- Section 6: LCUSD Suspension Data form updated

Additions:


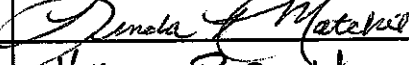

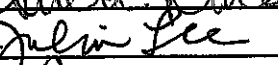
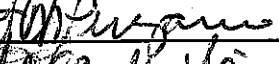

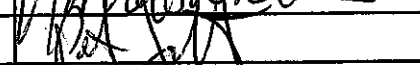
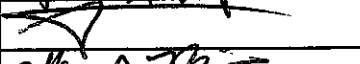

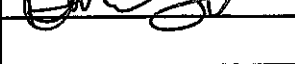

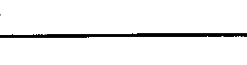
- Section 5: Talking to Kids About a 'Lockdown'
- Section 5: Differentiated lockdown instructions for all staff
- Section 5: Buddy Class Pairing for 'Shelter in Place'
- Section 9: Dress Code from Parent/Student Handbook
- Section 10: Safety to and from school: Drop-off/Pick-up policy; bikes; animals from Parent/Student Handbook
- Section 11: Safe School Environment: Student conduct/responsibility from Parent/Student Handbook
- Section 11: Safe School Environment: Developmental Assets
- Section 12: School Discipline: Anti-bullying policy from Parent/Student Handbook

2. Assurances

Palm Crest Elementary School
Comprehensive School Safety Plan
2016-2017

The undersigned assure that the School Safety Plan includes the following elements:

- An assessment of the current status of school or school-related crimes
- Child abuse reporting procedures
- Disaster procedures, routine, and emergency
- Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion
- Procedures regarding teacher notification of dangerous students pursuant to EC 49079
- Sexual harassment policy pursuant to EC 212.5
- Provisions of any school-wide dress code, established pursuant to EC 35183
- Procedures for safe ingress and egress to and from school
- A safe and orderly environment conducive to learning
- Rules and procedures on school discipline adopted pursuant to EC 35291 and 35291.5
- Hate crime reporting procedures pursuant to Chapter 1.2 of Title 15 of the Penal Code
- The plan was reviewed by members of the School Site Council pursuant to EC 52012
- The La Canada Public Safety Coordinator, the PTA Disaster Preparedness Volunteer, the LCTA representative, the CSEA representative, and this year's Safety Committee staff members were invited to attend and review the plan on the February 18, 2013 School Site Council meeting, at which the final plan was signed.

Position	Name	Signature
Principal	Karen Hurley	
Counselor	Linda Matchie	
Secretary	Kerry Russell	
Health Clerk	Sue Price	
Upper Grade Teacher	Julia Lee	
Second/Third Grade Teacher	Leslie Provenzano	
Primary Grade Teacher	Wendy Senour	
Parent/ School Site Council President	Elizabeth Landwick	
Parent	Peter Xayspareuth	
City of La Canada Flintridge	Peter Castro	
LCTA Representative	Tiffany Diaz	
CSEA Representative	Dina Loftus	

[illegible]

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - TITLE				TELEPHONE ()					
C.	VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
		ADDRESS				Street	City	Zip	TELEPHONE ()		
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	GRADE		
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME				
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
		RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
D.	INVOLVED PARTIES	VICTIM'S SIBLINGS									
		NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
		1. _____				3. _____					
		2. _____				4. _____					
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
		ADDRESS		Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()		
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
		ADDRESS		Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()		
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY		
		ADDRESS		Street	City	Zip	TELEPHONE ()				
		OTHER RELEVANT INFORMATION									
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
		DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

**Palm Crest Elementary School
Fire/Disaster Drills
2015-2016**

August 21, 9:45 AM Fire Drill

September 9, 1:30 PM Fire Drill

October 15, 10:20 AM Full-Scale Mock Earthquake Drill (district/state "California Shakeout")

November 6, 9:45 AM Lockdown Drill

December 4, 9:45 AM Lockdown

January 21, 10:55 AM Lockdown Drill

February 18, 1:30 PM Lockdown Drill

March 11, 1:30 PM Fire Drill

April 7, 11:45 AM Fire Drill

May 13, 11:30 AM Lockdown

Lock-Down, Fire, and Disaster Drill Procedures

Fire Drill:

- Be sure to bring the Emergency "Backpack" found by your exit door.
- Exit the classroom, turn *off* the lights, and, *close* the door(s). **DO NOT LOCK YOUR CLASSROOM DOOR(S).**
- Check classroom neighbor teacher and assist if necessary. (You would assist **only** if your classroom neighbor teacher was incapable of evacuating his/her own class.)
- Walk class to the "Student Assembly Area" out on the field. **Line up your class behind your classroom number.**
- **Take attendance.** Complete the "Emergency Disaster Attendance Form". Send **TWO** student runners to bring the form to the Command Post (located at the edge of the baseball field past first base).
- Hand out nametags for students to wear.
- When the all-clear siren/bell sounds, classes will be dismissed according to grade level.
- (PE, RSP, LAS, and other "pullout program" students are walked to the "Student Assembly Area" by the teacher, aide, or other adult then released to their classroom teacher(s).)

Lock-Down:

- If you hear a long uninterrupted bell on your all call speaker, you are to go into lock-down mode. The office manager will make the following announcement: "Attention: We have a lockdown situation-begin lockdown procedures now. [Pause] Attention: We have a lockdown situation-begin lockdown procedures now.")
- Lock your classroom doors.
- Turn out your lights.
- Close any shades/blinds
- Move students away from the windows and sit on the floor.
- If a lock-down should occur while students are on the yard, they will be instructed (by campus supervisors, P.E. instructors, or teachers) to enter the nearest "safe" rooms (20, 24, 26, 27, 28, 30, 31, 32 – upper campus) Exit through the back gate. (1, 2, 3, 5, 6, 7, 8 – main campus) or the nearest occupied classroom.
 - Once in lock-down and students are safe, **IF YOU CAN**, go to the computer and e-mail the office with the following information: (if you **do not** have access to the internet, use the classroom phone and dial extension 8360)
 - If all students are present and everything is okay in your classroom please write in the subject line: "**ALL CLEAR in Room --**" (insert your room number).
 - If you have missing students, please write in the subject line: "**Missing students in Room --**". Then, in the body of your email, type the names of any students missing from your classroom that were **present** that day. (**Do not** give the names of students that are absent from school.)
 - If you have students that entered your room and are not part of your regular classroom roster, please write in the subject line: "**Extra Students in Room --**". Then, in the body of your email, type the names of any extra students in your class that might have come from the yard or restroom.
- ***Substitute teachers must call the office (ext: 8360) with student status report.**
- Keep children calm and quiet. **Do not** allow any student to leave the room for any reason.
- Wait for the announcement from the Office staff stating "All Clear" **three times** before releasing any students or unlocking any doors.

Earthquake

- The disaster drill will begin with the fire alarm sounding or a call over the intercom. Once you hear the alarm/speaker, tell your students to **duck** under their desks, **cover** their heads with one arm, and **hold** one leg of the desk with their other arm. They must stay in this position until you determine the shaking has stopped (approximately 45 seconds in the event of a drill). Before exiting your classroom, be sure to first **survey** the area around your main exit. Look out the window to be sure the area in front of your door is clear. If all looks safe, then walk your students to the "Student Assembly Area" out on the field. (In the event of a real disaster, it might be unsafe for you to exit your room due to fire, debris, or possible other problems.) Before leaving your room, be sure to bring your Emergency "Backpack" with you.
- Check classroom buddy teacher and assist if necessary. (You would assist **only** if your classroom buddy teacher were incapable of evacuating his/her own class.)
- Exit room with students and keep the door **open**.
- Walk class to the "Student Assembly Area" out on the field. **Line up against the back the back fence (see evacuation map.)**
- (PE, RSP, LAS, and other "pullout program" students are walked to the "Student Assembly Area" by the teacher, aide, or other adult then released to their classroom teacher(s).)
- Take attendance. The first student in your line will hold the **RED** card if any students are unaccounted for and/or severely injured. ~~If all students are present and uninjured, have the student hold the GREEN card up.~~
- Hand out nametags for students to wear. (Student cards should indicate if they are not allowed to leave with another parent and if they have medical needs)
- Complete the red "**Emergency Disaster Attendance Form**". Student runner will bring the **Form** to the command post (located at the Baseball backstop net).
- **If you are:**
 - Logistics Coordinator
 - Search & Rescue Chief and Team Members
 - Color Group Leader
 - Operations & Planning Chief
 - Student Reunion Gate Coordinator
 - Student Release Coordinator
 - Incident Commander

Then YOU bring the red "**Emergency Disaster Attendance Form**" to the Command Post (located at the Baseball backstop net) and get your necessary items from the Emergency Bin. Remaining teachers must supervise their own class along with the classes whose teachers are leads.

- Command Post Leader will announce the dismissal of students to their color groups. Supervising teachers will help with dismissal to color groups.
- Remaining teachers fulfill assigned tasks.
- Designated "Student Helpers" should report to the Command Post as soon as they are able, for further instructions.
- Students will be dismissed as parents arrive and complete "Release Procedures". In the event of a drill, students will be dismissed as indicated above in the "Fire Drill" procedures.

PALM CREST DISASTER ORGANIZATIONAL CHART 2015-2016

Operations		Logistics	Planning/Intelligence
Search & Rescue	Student Supervision	Logistics Coordinator	Incident Commander
1. Jeanine Bentz	Blue Group (A-F)	1. Bianca Marchese <i>*supply bin and student helper leader</i>	1. Dina Loftus/Linda Matchie <i>*table set up on blacktop</i>
2. Amy Tsai	1. Wendy Senour (Lead)		Karen Hurley & Beth Mumper
3. Raissa Choi	2. Kelly Hu	Building Engineer	
4. Camilla Hartman	3. Meredith Beyer	Campus Safety	
5. Leslie Provenzano	4. Krista Murray/Jeanette Arellano	1. Abel Torres <i>* Lead</i>	
6. Tonya Mizrahi	5. Kathleen Salmi	2. Alfonso	
7. Lara Berdahl	6. Terese Caire	3. Amy Erickson	
8. Eric Sun			
9. Bijan Jackson	Gray Group (G-K)		
10. Brandon Norman	1. Jane Chang (Lead)		Student Release
	2. Julia Lee		1. Kerry Russell (Lead)
Search & Rescue Chief	3. Rachel Harter		2. Caroline Vartan - <i>assigned location</i>
1. Debbie Au <i>*bin door</i>	4. Katy Roberts		
	Orange Group (L-P)		
	1. Kristin McDaniel (Lead)		
	2. Susanne Horne	Unassigned Staff & Volunteers	
	3. Grace Lee	Check in @ Command Post	
First Aid Lead	4. Marie Harbabikian	Dave Wulff, Amani Krischel, Barbara Pahk	
Sue Price/Chris Henry		All Para 2s not assigned to students	
Medical Team	White Group (Q-Z)		
1. Tiffany Zupan (FA set up)	1. Judi Healey (Lead)		
2. Mariana Valderhaug	2. Linda Hamrick		
3. Lauren Cuilla	3. Joan Patterson		
4. Christina Okland	4. Elizabeth Ranjbar		
5. Leslie Provenzano (after S&R)	5. Puja Gaska		
6. Katherine Hurley (when on campus)			
Psych Response	Dark Blue Group (Rm 23 & 19 students)		
Lori Geuvjehizian	1. Odessa Esquivel (Lead)		
Kristen Angelica (after FA set up)	2. Jill Neubrand		
Tracy Prehn/Jessica Voelker –OT (FA set up)	3. Tara Georgenes		
	4. all para 2s in both rooms		

Color Group LEADER Responsibilities

1. Account for your color group assistants (teachers and students). "Student helpers" will be sent to you as they check in at the Command Post. These "student helpers" are to help keep young students (K-3 grade) calm in the event of an emergency.
 2. Student helpers will retrieve and set up the tarps from the Emergency bin. (They will be assigned to do this by the Command Post.)
 3. Send your "health needs" students (diabetics, medication, etc.) with one of your color group "teacher" assistants to Sue Price at the First Aid station. This will be located next to Command Center. (The names of the students can be found on the paper attached to your clipboard. If you do not have one of these papers, you do not have a "health needs" student.)
 4. Assign your color group teacher assistants and student helpers to keep students calm and quiet.
 5. If a student requires more than "simple" First Aid care, send a student helper to the Command Post with a note requesting assistance. The Command Post will then send someone to take the student to the First Aid area.
-

NEVER SEND A STUDENT TO THE FIRST AID SECTION. IF A STUDENT SHOULD NEED TO GO TO THE FIRST AID STATION, CONTACT THE COMMAND POST.

6. As "student runners" come to get students for dismissal, place the white "sticky" label, (student name tag), on the blank sheets of paper on your clipboard, write the name of the student runner and the time they are being signed out on your "sign out" sheet. Send the student runner and student being dismissed off to the reunion tables (The student release is located at the blue tables near the 6th grade building)
7. If parents show up without going to the release tables, do not argue with them. Try to get their name and have them sign for their child. Send a message to the Command Post as soon as possible.
8. Communicate with the Command Post if you should need anything. (Use the note pad you have for messages and send one of your "student helpers" to the command post with the note.)

During a disaster drill – if students should need to go to the bathroom, please have a "student helper" take students 2 at a time. The only bathrooms to be used during a disaster drill are the bathrooms located at the end of the 6th grade building.

EMERGENCY DISASTER ATTENDANCE FORM**ROOM #**

Teacher: _____ Number of students attending class today: _____

List Absent Students:**Are all the students** who attended class before the disaster **accounted for** and with you now? ____ Yes ____ NoIf **no**, please fill in below.**Number of students missing from my class line:** _____**Number of students injured and left in room:** _____ *Please list their name(s)*

_____	_____	_____
_____	_____	_____

Number of students whereabouts unknown: _____ *Please list their name(s)*

_____	_____	_____
_____	_____	_____

Additional information helpful to Search & Rescue and/or First Aid

EMERGENCY DISASTER ATTENDANCE FORM**ROOM #**

Teacher: _____ Number of students attending class today: _____

List Absent Students:**Are all the students** who attended class before the disaster **accounted for** and with you now? ____ Yes ____ NoIf **no**, please fill in below.**Number of students missing from my class line:** _____**Number of students injured and left in room:** _____ *Please list their name(s)*

_____	_____	_____
_____	_____	_____

Number of students whereabouts unknown: _____ *Please list their name(s)*

_____	_____	_____
_____	_____	_____

Additional information helpful to Search & Rescue and/or First Aid

EMERGENCY DISASTER CHECK-IN PCR STAFF

TEACHERS	TITLE	FORM	NOTES
Angelica, Kristen	Speech		
Bentz, Jeanine	Computer Lab		
Choi, Raissa	Art Room 22		
Diaz, Tiffany	PE		
Fike, Katelyn	Drama		
Freidman, Judy	PT Room 4		
Geuvjehizian, Lori	School Psy – Library (B)		
Gregg, Hilary	GATE Rm 24		
Hall, Tara	Reading Room 24		
Hurley, Karen	Principal		
Hurley, Katherine	Spanish Room 24		
Krischel, Amani	ELL Room 04		
Matchie, Linda	Counselor		
Pahk, Barbara	Librarian		
Prehn, Tracy	OT Room 34		
Valderhaug, Mariana	RSP Room 04		
Voelker, Jessica	OT Room 34		
Wulff, David	Music Room 25		
<u>INSTRUMENTAL MUSIC</u>			
Barrett, Stephainie Doell	MPR		
Davis, Michael			
Munday, Jennifer			
Myers, Jimmy			
Spry, Katherine			
Tegmeyer, John			
<u>OFFICE STAFF</u>			
Henry, Chris	District Nurse		
Price, Sue	Health Clerk		
Russell, Kerry	Secretary		
Vartan, Caroline	Attendance		
<u>CUSTODIANS</u>			
Ruiz, Alfonso			
Torres, Abel			
Villavicencio, Antonio			
<u>FOOD SERVICES</u>			
Lattouf, Soha			
Tatarian, Liouisi			
<u>PARAPROFESSIONAL I</u>			
Aghamal, Nanor			
Arellano, Janette			
Ghambari, Adrienne			
Jackson, Bijian			
Murray, Crista			
Norman, Brandon			
Sun, Eric			

EMERGENCY DISASTER CHECK-IN

<u>KINDERGARTEN</u>			
<u>NAME</u>	<u>ROOM</u>	<u>FORM</u>	<u>NOTES</u>
Elizabeth Ranjbar (La Joice)	17		
Kathleen Salmi	18		
Salmi/Ranjbar PM	17		
<u>FIRST GRADE</u>			
Christine Castillo (Harter)	13		
Susanne Horne	14		
Joan Patterson	15		
Wendy Senour	16		
<u>SECOND GRADE</u>			
Grace Lee	9		
Katy Roberts	10		
Puja Gaska	11		
Linda Hamrick-Moravec	12		
<u>THIRD GRADE</u>			
Terese Caire	20		
Kristin McDaniel	26		
Leslie Provenzano	27		
Tonya Mizrahi	28		
<u>FOURTH GRADE</u>			
Bianca Marchese	30		
Lara Berdahl	31		
Meredith Beyer (Louk)	32		
Julia Lee Hwang	33		
<u>FIFTH GRADE</u>			
Amy Tsai	1		
Kelly Hu	2		
Camilla Hartman	3		
<u>SIXTH GRADE</u>			
Judi Healey	5		
Debbie Bedell-Au	6		
Jane Chang Hur	7		
Christina Okland	8		
<u>SPECIAL EDUCATION</u>			
Odessa Esquivel	19		
Tara Georgenes	23		
Lauren Cuilla	21		
<u>CEC</u>			

PARAPROFESSIONAL II	TITLE	FORM	NOTES
Borjas, Madeline (Maddie)			
Burlask, Kevin			
Chambers, Cassandra			
Harbabikian, Marie			
Harnden, Sheri			
Hasan, Asiya			
Hatter, Nash			
Haynes, Corrine			
Hood, Ariannah			
Johnston, Laura			
Kim-Ford, Joon			
Konsue, Kanyarat (Ice)			
Loftus, Dina			
Ly, Sanna			
Mumper, Beth			
Neubrand, Jill			
Nobles, Chris			
Oliver, Jill			
Ovaspian, Armineh			
Perez, Lizbeth			
Rivera, Mryna (Raquel)			
Sanders, Karen			
Sripramong, Casey			
Villareal, Juanita			

Talking to Kids About a 'Lockdown'

This is from Huffington Post-Judith Simon Prager, PhD,

Judith Simon Prager, PhD, has trained doctors, nurses, and first responders around the US, in England and in China in using Verbal First Aid. She consults for major hospitals on pediatric, surgical, and prenatal issues.

In earlier times, when the threat came from nuclear weapons rather than young men with guns, schools trained children in "duck and cover" drills. These days, we have "lockdowns," requiring hiding from someone with a murderous intent and the means to accomplish it. Awful as the threats are, we also must find ways to tell our children to take care without terrifying them.

There are two parts to this issue:

- **First, what can we say when we rehearse such a scary prospect?**
- **Secondly, should the horror come to pass, what can we say as it is occurring to mitigate it in nightmares and memory?**

In the book I co-authored, *Verbal First Aid: Help Your Kids Heal From Fear and Pain--And Come Out Strong*, we provided a few strategies for preparing children for emergencies and other unexpected occurrences without frightening them. As a result, I was approached by a member of a Campus Safety and Crisis Response Committee of a small elementary school in California wondering how the subject of lockdown drills might most supportively be approached by the schools. They were hoping to develop a script they might then share.

In response I began by thinking about the word "lockdown." Because the word is most generally associated with prisons, it might make us all more comfortable to use a phrase currently in favor in the first-responder world: "shelter in place." It has a gentler feeling and, just as the word "safe" is more comforting at such times, "shelter" is valuable as well. They accepted that suggestion enthusiastically. And to soften the drama, they are couching the lockdown/secure drill along with flood, gas leak, and nuclear power issues.

Then, for part one, I offered these three general strategies:

Strategy 1: Listen to an authority figure for safety.

You might say to a child, "Remember when you were younger and you'd run ahead of your mother or father to the corner. And they'd be slower to get there, so when you got there without them they'd shout 'Stop!' or 'Freeze!' and you'd have to wait for them, there at the corner, before going into the street. And you knew why. Because there were cars that you might not see, drivers who might not see you. And your parents wanted to keep you safe.

Well, sometimes there still might be dangers that you can't see that the grown-ups know about and so they tell you to 'stop!' and even hide, sometimes, and wait for them to say 'All Clear, you can come out now.' And it's good to practice that. "

Strategy 2: Practice means being prepared.

Just as we sometimes practice fire drills so that we'll know what to do in case there is a fire, we are now going to practice being safe when there's trouble around. Even the toughest guys in the military practice what they're going to do in a difficult situation. Practice helps make doing the most useful, safest thing automatic. It creates a program in your mind that then runs itself in a time when thinking could be frozen by fear. (The British Army called it the "7 Ps: Proper Planning and Preparation Prevent Piss Poor Performance." For kids we might say "Proper Prior Planning and Preparation Prevent Poor Performance.") The bad thing may never happen, but when we're practiced in protecting ourselves, then we don't have to worry that we won't know what to do.

Strategy 3: A just-in-case plan

In another way it's like wearing a helmet when we ride our bikes. We wear helmets and kneepads when we skateboard. We don't expect to fall, but if we do, we'll be protected. Then we don't have to worry. We can just ride our bikes and boards and not even think about falling, because we have the situation covered. Being prepared is a "just in case" measure that helps you to feel at a deeper level that you're safe.

If the children are mature enough, you can let them know that there are bad people in the world who sometimes are so angry or confused they want to hurt other people. And at the time when they're acting out, it's good to know the best ways to stay safe. So that's what we're practicing now.

The Script

After I sent these thoughts to the School Safety & Crisis Response Committee, they came up with the following script, which we thought might be useful to other schools.

Every day, we do things to keep ourselves safe. Let's think of some examples. What do you put on before you start biking? What do you do before walking across the street? Another way we stay safe is by practicing for things that probably won't happen but it is good to be prepared for just in case. One way we do this at school, for instance, is by practicing fire drills and earthquake drills. Practice helps us know what to do just in case of an emergency. Another kind of situation we can prepare for is when we need to keep you safe from a stranger while you are at school. This would probably never happen but just like a fire drill, we can practice our response so we are prepared. Next week, we will practice this in a drill called a "Shelter Drill." During this drill, the teachers lock us inside for safety. You will know we are having a shelter drill when you hear the alarm, which sounds like... (alarm sounds). Here are the steps of what we do during a shelter drill: The acronym is PAL. P is for PAUSE: First, pause and take a deep breath. Breathing helps your mind work.

A is for ADULT: *Wherever you are on campus, find a trusted adult. If you are in the classroom, stay there and find your teacher or other adult in the room. If you are outside, look for the teacher or other adult closest to you to tell you what to do and where to go.*

L is for LISTEN: *Listen to the adult's instructions. The adult will know what to do and will tell you. This is trickier than a fire drill because depending on where you are, you won't always go to the same place each time. You will know what to do if you listen. Also during this time, the teachers will lock the doors to their classrooms. When everything is safe, the adult will tell you that everything is all clear and we can go back to our regular school day.*

We are all here to keep you safe. Practice means we are prepared and can feel confident that we all know what to do just in case. Having a plan like this and practicing what to do in a shelter drill means that we don't have to worry about these concerns and instead we can focus on having fun and learning at school.

Words for During the Lockdown

Even a rudimentary visit to the playground will verify that whether a child cries or not over a fall has less to do with pain and bleeding and more with whether the adult who responds does so with panic or calm assurance.

Moreover, how we address a crisis is often how the child will ultimately remember it, whether it will be recalled as a trauma or a time of courage and rescue. The teachers in the Newton tragedy who died saving the children likely modeled ultimate bravery and selflessness. Those who survived told us what they said and did: Kaitlin Roig told the children that they "were waiting for the good guys to come and get us," and music teacher Maryrose Kristopik, said "We hid in a closet, we stayed quiet, we held hands, we hugged." Each in her own way protected the children and reassured them that they were loved, even that they would have another Christmas. They did them a great service beyond saving their lives. When the teachers remained calm, they offered the children a model for courage and faith and a different kind of memory of the inherently terrifying situation.

What else can we say during a shelter drill that would keep the children feeling safe? And, ultimately, how can we help them not only feel safe but find their resilience?

There are words that reassure at a profoundly deep level. **"I'm right here,"** says you don't have to fix this all by yourself. Someone else knows and will help take care of it. In a different way, so does **"Let your teacher guide and protect you."**

"Help is on the way. It's going to be okay," says that we're not alone in this.

"Hiding and listening is making things safe for now and you're doing a good job of it," says that there is something you can do, you're not just a victim, but someone who is making a difference by his/her actions (or quiet).

If the wait is long, "Let's imagine a place we love to be... your favorite vacation. You don't have to talk about it. Just remember it, everything you loved about it."

One small suggestion about what to do.

I'd recommend, as Ms. Kristopik did, that children hold each others' hands, off and on. In what is sometimes referred to as "borrowed strength," we gain courage by being in this together. Researchers at the University of Virginia's neuroscience laboratory say that hand holding actually changes the wiring in our brains and makes us feel protected and comforted.

Let us hope that we can change the world for the better so that some day we do not have to practice hiding from those who would harm us. And in the meantime, let us find ways to help keep as many innocents as possible safe in body and spirit.

Lock Down Procedures

In the event of a school-wide lockdown, DO NOT evacuate the building.

Lockdown procedures:

1. **Signal:** Upon hearing gunshots or a long, uninterrupted tone and an announcement ***"Attention: We have a lockdown situation. We are starting lockdown procedures now."*** (This will be repeated). All students, staff and volunteers will immediately implement lockdown procedures.
2. **Action:**
 - Gather students from the immediate outside area and lock your door
 - Direct students to be seated along a non-visible wall or under desks
 - Turn off lights and close blinds
3. **Attendance:** Take attendance to account for all students and be sure to also document students rounded up from the hallway. Attendance should then be emailed to "pcrstaff". Substitute teachers dial "0" from any school phone or (818)952-8360 from a cellphone to report attendance to the office.
4. **Email:**

To:	pcrstaff
Subject:	room number/bldg and one or two of the following: ALL PRESENT, ADDED, or MISSING
Body:	Includes names of people ADDED TO CLASSROOM or MISSING from classroom or if any students are injured

5. **Communications:** Unless you have critical information about the intruder, please **DO NOT** call the office for updates. Other exceptions for calling the office include: you cannot access your email for attendance, or a serious injury or other emergency.
6. **Remain Calm/Locate lockdown bucket:** Talk calmly to students and reassure them the situation is being handled as quickly as possible. For lockdowns that last for multiple hours (at least 2 hours), distribute snack bars from your classroom lockdown buckets and set up the bucket as a toilet.
7. **End of lockdown: DO NOT**, under any circumstances, open your area until the ***"all clear"*** is given by the administration 3 times. If after school hours, teachers will be directed as to the release of students.

MPR: Close doors (they will be locked automatically), turn off lights and seat students on the ground between the benches. Student roster are in the black Emergency binder which is located near panel behind curtain and another in the kitchen. Phones are located in the kitchen.

Playground: Students must drop to the ground and listen for instructions. Evacuate in the opposite direction of gunfire or visible intruder to the nearest lockable room via the window-sided door if on the lower campus. "Safe rooms" (rooms to remain open throughout the day and designated by room numbers painted with green paint) are 20, 24, 26, 27, 28, 30, 31, and 32 for the upper campus; and rooms 1, 2, 3, 5, 6, 7, 8 along with the MPR for the main campus. All-school student rosters by alpha are in red emergency binders.

In transit: Quickly move children into the nearest lockable room. Enter by the window-sided door.

In bathroom: If student is in the bathroom they need to close the stall and climb up on the toilet and stay quiet.

LOCKDOWN PREPAREDNESS

- * Safe Rooms (room numbers painted with green paint)

- * All teachers keeping at least one door **locked** (front door for lower campus). Upper School, the door closest to the window should be unlocked, the door without a window needs to stay locked.

- * Students and parent volunteers need to be trained to enter from the unlocked doors

- * All teachers need to test their existing blinds. We will be installing new blinds where needed.
Blinds should be kept half-lowered when possible

- * All teachers need to inventory their "substitute folders" within the next two weeks and at the beginning of each year (see subfolder checklist)

- * MPR to remain locked with one door open throughout the day

- * Jessen entrance – EFFECTIVE AS OF August 12th the driveway entrance is locked every morning from 7:55 a.m. through to 2:45 p.m. **The walking path gate** (off of Jessen Drive) is locked from 8:30 a.m. through to 1:50 p.m. and again from 2:15 p.m.-2:45 p.m. Students starting school at 9:15 a.m. (late birds) must use the main drop off zone on Palm Drive in the mornings.

Teacher Lockdown Procedures

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and **quiet**

Once in lockdown and when all students are safe, go to computer and **e-mail**: "*pcrstaff*" with the following information (if you are unable to e-mail, use classroom phone and dial extension **8360**)

****If all students are present and everyone is safe in your classroom please write in the subject line-**

Room #--ALL PRESENT

****If you have missing students, please write in the subject line-**

Room # and# MISSING. Then, in the body of your e-mail, type the names of any students missing from your classroom that were present that day.

****If you have additional students that entered your room and are not part of your regular classroom roster, please write in the subject line-**

Room# and # STUDENTS ADDED--. Then, in the body of your e-mail, type the names and grade level of any extra students in your class.

If you have any **injured** students requiring immediate medical attention call extension **8361** immediately.

While locked down, please remember:

Teachers and students are to remain in the classroom regardless of the bell schedule. **DO NOT** open your door for any person. It is safe to open doors when you hear the "**All Clear**" signal said 3 times or a call to evacuate is given by administration.

Children must be kept calm and **quiet** (practice this during the drill). Do not allow any student to leave the room for any reason. Teachers should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off district phones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phones to contact family members or friends.

Lockdown kits are located in each classroom. Contained within the kits are water, garbage bags and food bars. These supplies should only be used sparingly as lockdowns can last for several hours and it will be impossible to replenish them during the lockdown. It is suggested to wait at least 2 hours after a meal has passed before using any of the food items.

At the conclusion of an emergency, an announcement from the office stating "**Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]**". After the "all clear", instructions will be given for either returning to class or evacuating the campus.

DO NOT OPEN YOUR CLASSROOM DOOR FOR ANYONE.

Office Staff Lockdown Procedures:

Once the office becomes aware of a lockdown, the following procedures shall be implemented:

Office Manager: Initiate the lockdown over the all call speaker: "Attention: We have a lockdown situation-begin lockdown procedures now. [Pause] Attention: We have a lockdown situation-begin lockdown procedures now."

Call 911 alerting them of the situation- requesting any necessary assistance. Monitor e-mail communications from classrooms as well as calls in. If the Attendance Clerk or other aides are in the office at the time of a lockdown, assign jobs as needed.

Health Clerk: Lock all main office doors. Wait for the call from the MPR/Cafeteria. Check off names of the students from the MPR as they are called in.

Counselor: Lock outside doors main office. While locking the doors, make the announcement over the walkie-talkie. Assist office staff as needed.

Principal: Contact Superintendent notifying her of the current situation. Lead emergency team with Counselor.

No office staff member should leave the administration building unless directed to do so by the Principal or Counselor.

At the conclusion of an emergency, an announcement from the office stating "Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]. After the "all clear", instructions will be given for either returning to class or evacuating the campus.

DO NOT OPEN ANY OFFICE DOOR FOR ANYONE.

Cafeteria Staff Lockdown Procedures:

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

1. Close MPR doors after all students and campus supervisor(s) are inside
2. Check if all doors are locked (front doors, back kitchen door, back stage)
3. Students should sit on the floor by the bench where they were assigned (they need to be with class)
4. Emergency Binders, with class lists, are located by the sound system on stage and another in the kitchen. Give Class Lists to campus supervisor(s) in the MPR and assist in tracking students
5. Take attendance for each class and create a list of missing (not absent) students or extra students.
6. Call office 8361 or 8360 with the list of missing or extra student
7. All adults assist Campus Supervisor(s) in the lockdown of the MPR and supervision of students.

In the MPR, cafeteria staff/campus supervisors must simply close the doors to the room since they are already locked from the inside. Once the doors are closed, cafeteria staff/campus supervisors must have students sit in groups, by **class**, on the floor next to benches. The black emergency binder (on stage by PA system and one in the kitchen) will have a list of all students by grade level and class. The campus supervisor and cafeteria staff should use this list to check off students by class. ***Once complete, the campus supervisor should call extension 8361 to report on the students. Students should remain silent and grouped together.***

*** No employee or students should leave the MPR until the all clear signal is announced by the office.**

While locked down, please remember:

Students are to remain in the MPR regardless of the bell schedule until an authorized staff member gives the all clear signal or a call to evacuate is given by administration.

Children must be kept calm and quiet. Students should remain seated on the floor next to the benches. Do not allow any student to leave the room for any reason. Cafeteria staff & Campus Supervisors should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off district phones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phones to call family members or friends.

*** No employee or students should leave the MPR until the all clear signal is announced by the office.**

At the conclusion of an emergency, an announcement from the office stating **"Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE].** After the "all clear", instructions will be given for either returning to class or evacuating the campus.

DO NOT OPEN ANY DOOR FOR ANYONE.

Physical Education Lockdown Procedures:

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

Immediately direct students to Rooms 24-32 (not room 25) or Rooms 1-3 and 5-8 (depending on location of the situation) or MPR (depending on P.E. location).

Once in the **safe rooms**, P.E. teachers will either assist the classroom teacher or assume the duties of the classroom teacher if no teacher is present and lockdown the room.

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and quiet

Once in lockdown and when all students are safe, go to the telephone and call extension **8360** and give the names of the students in the classroom with you.

While locked down, please remember:

Teachers and students are to remain in the classroom regardless of the bell schedule. **DO NOT** open your door for any person. It is safe to open doors when you hear the "**All Clear**" signal said **3** times or a call to evacuate is given by administration.

Children must be kept calm and **quiet** (practice this during the drill). Do not allow any student to leave the room for any reason. Teachers should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off district phones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phone to call family members or friends.

Lockdown kits are located in each classroom. Contained within the kits are water, garbage bags and food bars. These supplies should only be used sparingly as lockdowns can last for several hours and it will be impossible to replenish them during the lockdown. It is suggested to wait at least 2 hours after a meal has passed.

At the conclusion of an emergency, an announcement from the office stating "**Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]**". After the "all clear", instructions will be given for either returning to class or evacuating the campus.

DO NOT OPEN YOUR CLASSROOM DOOR FOR ANYONE.

CEC Lockdown Procedures:

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and quiet
6. Contact the district childcare coordinator.
7. After the room is locked down. Email school office with missing (not absent) students. (Follow procedure for PCR teachers). If CEC does not have email, call school office to report status **8360/8361**.

While locked down, please remember:

Teachers and students are to remain in the classroom until the all-clear signal or a call to evacuate is given by administration.

Children must be kept calm and quiet. Do not allow any student to leave the room for any reason. Teachers should use the garbage can to create a makeshift toilet that can be placed in a private area for bathroom emergencies.

Staff should stay off telephones except to report an emergency situation or serious injuries in order to keep lines of communication clear. Please refrain from using personal phone to call family members or friends

Lockdown kits will be provided in each classroom. Contained within the kits are garbage bags and food bars. These supplies should only be used sparingly as lockdowns can last for several hours and it will be impossible to replenish them during the lockdown.

If a lockdown occurs after school while students are out on the yard childcare workers should immediately direct students to nearest room. Once in the room, CEC workers should lockdown the room in the same manner described above.

At the conclusion of an emergency, an announcement from the office stating **"Your attention please, ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE] ALL CLEAR. [PAUSE]**. After the "all clear", instructions will be given for either returning to class or evacuating the campus.

DO NOT OPEN ANY DOOR FOR ANYONE.

Yard/ Lunch Supervisors

Depending on your location procedures will be different.

An announcement will be made stating that the lockdown is beginning. Upon hearing the announcement:

RECESS or P.E. Supervision

Immediately direct students to Rooms 20-32 or Rooms 5-8 (depending on location of situation) or MPR (depending on P.E. location).

Once in the **safe rooms**, supervisors will either assist the classroom teacher or assume the duties of the classroom teacher if no teacher is present.

1. Lock all classroom doors
2. Turn off classroom lights
3. Close any shades/blinds
4. Move students away from windows and sit on the floor
5. Keep students calm and quiet

(Only if a teacher is not present) Once in lockdown and when all students are safe, go to the telephone and call extension **8360** and give the names of the students in the classroom with you.

LUNCH ROOM Supervision

1. Close MPR doors after all students and campus supervisor(s) are inside
2. Check if all doors are locked (front doors, back kitchen door, back stage)
3. Students should sit on the floor by the bench where they were assigned (they need to be with class)
4. Emergency Binders, with class lists, are located by the sound system on stage and another in the kitchen. Give Class Lists to campus supervisor(s) in the MPR and assist in tracking students
5. Take attendance for each class and create a list of missing (not absent) students or extra students.
6. Call office 8361 or 8360 with the list of missing or extra student
7. All adults assist Campus Supervisor(s) in the lockdown of the MPR and supervision of students.

In the MPR, cafeteria staff/campus supervisors must simply close the doors to the room since they are already locked from the inside. Once the doors are closed, cafeteria staff/campus supervisors must have students sit in groups, by **class**, on the floor next to benches. The black emergency binder (on stage by PA system and one in the kitchen) will have a list of all students by grade level and class. The campus supervisor and cafeteria staff should use this list to check off students by class. ***Once complete, the campus supervisor should call extension 8361 to report on the students. Students should remain silent and grouped together.***

* No employee or students should leave the MPR until the all clear signal is announced by the office.

BUDDY CLASSES FOR 2015-2016

Class Pairings for "Shelter in Place"

In the event of a fast-moving forest fire or mudslide, a "Shelter in Place" may be called. In that case, the upper campus classes will join their "Buddy Class"

FIRST GRADE

HARTER
HORNE
PATTERSON
SENOUR

SECOND GRADE

HAMRICK-MORAVEC
LEE

SIXTH GRADE

HEALEY
CHANG HUR

SIXTH GRADE

BEDELL-AU
OKLAND

FIFTH GRADE

HARTMAN
HU
TSAI

THIRD GRADE

MCDANIEL
PROVENZANO
CAIRE
MIZAH

FOURTH GRADE

LEE HWANG
BERDAHL

SECOND GRADE





ROBERTS
GASKA

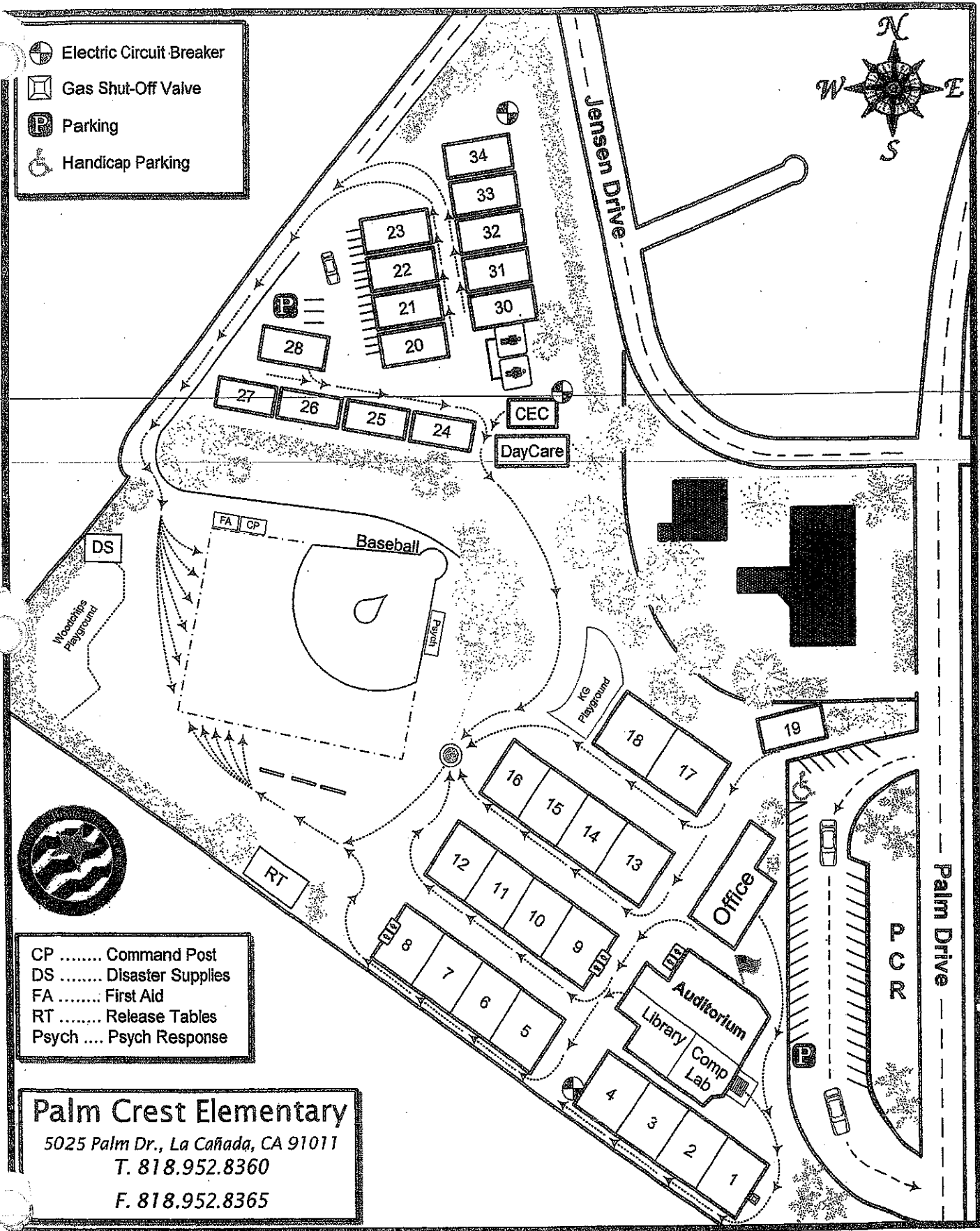
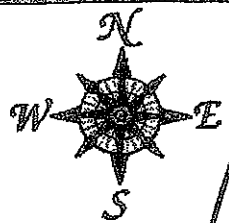
FOURTH GRADE

BEYER
MARCHESE

KINDERGARTEN

AM - RANJBAR
AM - SALMI
PM - SALMI

-  Electric Circuit Breaker
-  Gas Shut-Off Valve
-  Parking
-  Handicap Parking



- CP Command Post
- DS Disaster Supplies
- FA First Aid
- RT Release Tables
- Psych Psych Response

Palm Crest Elementary
 5025 Palm Dr., La Cañada, CA 91011
 T. 818.952.8360
 F. 818.952.8365

SUSPENSION DATA

Grades K - 6	489100	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total number of suspensions for students		6								
Total number of suspensions for students with disabilities										
Total number of suspensions for students with disabilities who are also in special education										
Total number of suspensions for students with disabilities who are also in special education and are also in foster care										
(A-1) Caused, attempted to cause, or threatened to cause physical injury to another person.		5	4	2	6					
(A-2) Willfully used force or violence upon the other person of another, except in self defense.										
(B) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.										
(C) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.										
(D) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.										
(E) Committed or attempted to commit robbery or extortion.										
(F) Caused or attempted to cause damage to school property or private property.										
(G) Stolen or attempted to steal school property or private property.										

SUSPENSION DATA

[illegible]

SUSPENSION DATA

[illegible]

LCUSD
Elementary Schools
Parent and Student Handbook

GENERAL SCHOOL INFORMATION

Lost and Found

Articles that have been lost and found should be turned in to the Lost and Found collection area. Smaller articles of value, such as jewelry, wallets, or glasses should be taken to the school office. **Please mark all children's clothes, lunch boxes, glasses, and school supplies so that lost items may be returned to the owners.** Items not claimed by the end of each quarter will be given to welfare agencies.

Dress Standard

Students are expected to dress appropriately. Appropriateness, safety and cleanliness are the three factors that should be considered. Appropriateness means a student comes to school dressed for school activities. Crocs, flip flops, platform shoes, halter tops, short-shorts (shorts must be finger-tip length) excessive jewelry, T-shirts with inappropriate messages, and excessively baggy pants are not allowed. Students are very active on the playground, and these items often contribute to unwarranted injuries or create negative attention. Students are allowed to wear hats for sun protection only, but must take them off when entering classrooms and school buildings. If a student's dress is felt to be unsafe or inappropriate for an elementary campus, the parent may be contacted and requested to bring a change of clothing.

Morning Snack & Lunch:

1. All students will enter cafeterias through the site-established procedures. Students are to remain in the designated areas unless given permission to move by a supervisor or unless the supervisor has designated the day as "free seating."
2. There are no "saved" places in line for friends or cuts.
3. A single file cafeteria line will be enforced. Students are not to cluster around the cashier area. Students will be directed to the end of the line if the rule is not followed.
4. Politeness, respect, and turn taking will be enforced. Students not displaying these behaviors may be directed to the end of the line.
5. Healthful lunches are encouraged. Candy, soda, canned food, microwave lunches, or dried foods in containers that require water are not permitted.
6. Students are to have all needed lunch items prior to sitting down at the table and are to remain there until excused. Students that are finished eating lunch are also expected to remain seated.
7. Students are encouraged to maintain a low conversation level in the cafeteria and in the outdoor eating areas.
8. Students must sit while eating. Standing in the table area is not permitted, since it increases the temptation to talk loudly to students not in proximity.
9. Students are responsible for the cleanliness of their eating area and may not be excused to the playground until the supervisor has given permission.
10. Sharing food is not allowed. Each student must have his/her own snack/lunch to eat.
11. Students may not spend lunch money on snacks. Snack purchases may be made only after eating lunch and may be eaten only in the designated food area(s).

LCUSD

Elementary Schools

Parent and Student Handbook

To receive full credit, all assigned work must be complete and turned in to the office the day the student returns to school.

Independent Study - Please note: The teachers take much time and careful thought to compiling the Independent Study work. Before making this commitment, please make sure that you and your child are prepared to set time aside to complete the assigned work. While every attempt will be made to assign appropriate work, a student's grades may be lowered if the absences significantly interfere with the student's learning in one or more subject areas.

SCHOOL SAFETY

Drop-Off/Pick-Up

Each school will provide parents specific information regarding drop-off/pick-up procedures prior to the first day of school. Parents and students must follow the established school guidelines regarding drop-off/pick-up to ensure the safety of all students. All school sites have established car lines to facilitate student drop-off/pick-up. When using the car lines, vehicles are to move in a single line and as far forward as possible. Students must wait for vehicles to come to a complete stop to safely enter or exit from the passenger side only. Students cannot jaywalk across streets to enter vehicles. Vehicles may not double park. A campus supervisor and/or parent volunteer will be available to assist students during drop-off and pick-up times.

Walking To & From School

Students are urged to use caution at all times when using public streets and sidewalks. Where sidewalks do not exist, students should walk on the left side of the street, facing traffic.

Bicycles, Skateboards, Scooters, Roller Blades/Roller Sneakers

Bicycles may be ridden to school by students in grades 4, 5, and 6 only. A bicycle permit is available in the school office and must be signed by a parent. Riding bicycles on school grounds is prohibited at all times. Bicycles are to be walked while on school grounds and must be locked securely in the bike rack during school hours. Students riding bicycles are required by state law to wear a helmet. If safety rules are not followed, the privilege of riding a bicycle to school will be revoked.

Skateboards, scooters, roller blades, and roller sneakers are not to be ridden to or from school. Riding skateboards, scooters, and rollerblades/sneakers on school grounds is prohibited at all times.

Dogs/Animals

In order to provide for the health and safety of La Cañada Unified students, staff, and visitors, we have a **NO ANIMALS** policy on school grounds except for service dogs. Please do not bring your dogs on school grounds when dropping off or picking up your children. Thank you for your understanding and cooperation in this matter.

LCUSD

Elementary Schools

Parent and Student Handbook

STUDENT CONDUCT AND RESPONSIBILITY

School is reading, writing, mathematics, social science, science, and much more. It is often the first place children begin to develop an understanding of their own needs and wants, as well as the needs and wants of others. It is a place children begin to "negotiate" turn taking, confront issues of fairness, and resolve differences. At Palm Crest Elementary we are committed to providing a safe, academically challenging, and socially instructive supportive environment in which children can learn and grow. PCR uses the principles of the 40 Developmental Assets and SAFE schools, where students are taught how to make good choices and to solve differences peacefully.

By establishing a clear set of school policies and rules for both the classroom and the playground, and actively recruiting parent support, we believe we can teach our children to be responsible young people. We wish to encourage more than simple obedience. Instead, we strive to develop an attitude of intrinsic personal responsibility that will stay with each child when they are not in the presence of an adult's influence or watchful eye.

Good Student Qualities

- *Be honest* - even if you did something wrong. People will believe in your trustworthiness.
- *Say no* to a friend if you know it will get you into trouble. Come up with a different and better idea.
- *Wait your turn.*
- *Use words carefully.* Words can hurt as well as help.
- *Say thank-you a lot.*
- *Do good favors for one another.*
- *Offer your help.*
- *Keep on working, even when it's really hard.*
- *Ask lots of questions, especially when you don't understand.*
- *Find a friend or two that you can call if you are absent.*
- *Always let your teacher know if you don't understand.*
- *Smile and laugh with your friends and the adults at LCE.*
- *Solve problems peacefully and fairly. Ask an adult for help.*

Rules for Responsible Behavior

At Palm Crest we believe that a positive environment, where responsible behavior is recognized and rewarded, fosters individual growth, lasting friendships, and pride in the community. We want all students to be proud of their own sense of responsibility. Students can be empowered to make good choices for themselves and others by learning to use these and other basic interventions when confronted by unacceptable behaviors in others:

- **Say "Stop":** Students can be advocates for themselves by letting others know that the behavior is hurtful or threatening.
- **Walk Away:** Students can avoid hurtful or threatening situations by walking away. We want students to learn that they can choose to be safe and socially responsible at school.

LCUSD

Elementary Schools

Parent and Student Handbook

- **Talk to an adult:** Students are encouraged to go to a supervisor on duty, a teacher, a staff member, or an administrator when they need help.

When Students Struggle With Rules

Our role at school is to model, help shape, and work supportively with students to develop responsible behaviors. We view inappropriate student behaviors as opportunities to positively intervene, to provide coaching, and to prompt problem-solving skills among our students. Children grow when they have knowledge and feedback about their actions, understand the reasons for rules, and are given opportunities to practice appropriate behavior.

The type of consequence is based on the severity of the incident and the maturity of the individuals involved. We also acknowledge that behavior determines consequences. Below is a list of possible steps the staff uses to support and intervene with students who periodically struggle with rules. Please remember, struggling with rules is a part of growing up. We learn from the struggle.

1. As problems emerge, the teacher will meet and counsel with the student. Teachers are encouraged to brainstorm and informally seek the advice of other staff members. Strategies used in the classroom may include positive praise, individual and group incentives such as points, earning privileges or recognition, "time-out" or quiet areas in the classroom, loss of privileges or play periods, detention, and/or individual student contracts.

Emphasis is placed on replacing inappropriate behavior with an alternate appropriate choice. Frequently, simply telling a student what *not to do* is not enough. A student also needs to know *what to do* instead.

2. If a pattern of problems continues, the teacher will share his/her observations and concerns with the parent and encourage a home-school solution.
3. If the behavior(s) continues, or if the problem is felt to jeopardize the personal welfare of other students or staff members, the principal will intervene.
4. If problems do not improve, the principal, parent, teacher, and in some cases, the school psychologist/counselor will assist in determining ways of altering the unwanted behavior. These may include a home-school contract, detention, exclusion from specific activities or from a particular peer group, or other techniques that may be helpful.

Occasionally, if a student's behavior is felt to regularly interfere with his/her classroom performance, the teacher may make a referral to the Student Study Team (SST). The SST is an informal body of colleagues, which may include the principal, the counselor, or the school psychologist, whose purpose is to generate formal or informal academic or behavioral interventions for the teacher to implement. The parent is informed that an SST is recommended.

6. Suspension is reserved as a last resort and will be used only when other interventions have failed or the welfare and safety of other students or adults is seriously jeopardized.

LCUSD

Elementary Schools

Parent and Student Handbook

We believe school rules need to be clear and consistently enforced. The following is a detailed list of rules that apply to different times of the day and different areas of the campus, including specific game rules played during the recess periods.

General School Conduct

1. Students must walk in the hallways and sidewalks.
2. Games of tag or chase are not allowed anywhere on the campus or school sidewalk areas.
3. Planted areas may not be used for shortcuts.
4. Students must refrain from making excessive loud noises that may disrupt other classrooms while walking to and from various areas on the campus.
5. Restrooms and drinking fountains must be kept clean and orderly. Paper towels go into trash containers. The toilets should be kept free of any item other than toilet paper.
6. All trash goes into trash containers. Students are responsible for their own trash.
7. Gum is not permitted.
8. Personal student items of play (game equipment, trading cards, toys, etc.) may not be brought to school, unless specific permission is given by the teacher and Principal.
9. Climbing trees or other school facilities is not allowed.
10. No items are to be thrown (rocks, sticks, pine cones, paper wads, etc.).
11. Fighting, real or "play fighting" (kick boxing, karate, wrestling, etc.) is treated as a serious, and possible, suspendable behavior. No person is to be physically harmed by another.
12. Students may not use profanity. Students may not tease, malign or threaten.
13. Students are expected to follow general rules of safety and appropriate conduct when on field trips. If there are concerns about a student's behavior that may interfere with their safety, the teacher will notify the principal and counsel with the parent prior to a scheduled field trip.
14. Students may not bring or use laser pointers.
15. Students are not permitted to bring or wear shoes with wheels.
16. Toys of any type and especially toy guns, knives and any other weapon or pictures of weapons are not permitted. If students bring them to school, they will be taken away and suspension may result.

Rules for Before School

1. Students must not be on campus before 7:55 a.m. ("Late Bird" students should not arrive prior to 8:55 a.m.) Students beginning school at 8:10 a.m. will be supervised on the lower playground from 7:55 a.m. – 8:10 a.m. Students need to report directly to the field and not their classrooms. They may not be in the halls until after 8:10 a.m. Students who begin school at 9:10 a.m. may not be in the halls or on the playground until 9:10 a.m. They will be supervised from 8:55 – 9:10 a.m. in front of the multi-purpose room (MPR). Parents are responsible for providing care prior to the arrival times and may make arrangements with a childcare provider.
2. Students in grades 4, 5, and 6 may ride their bicycles to school. All riders must wear a helmet and have a bicycle permit on file in the office. Bicycles must be walked on campus and locked securely in the bike rack, located non the east side of room 19.
3. Skateboards, rollerblades, and scooters are not allowed on campus at any time.
4. Students who arrive after the start times must report to the office before going to class.
5. Students are responsible to arrive prepared for class work, bringing the necessary materials and completed homework.

LCUSD
Elementary Schools
Parent and Student Handbook

Playground Rules

1. Never leave the playground without a hall pass or getting permission from the yard supervisor. This includes coming to the office, using the bathrooms or drinking fountains. You must have a hall pass for the health office. With permission, you may go to the health office with only one partner (not a group).
2. Students must walk "to" and "from" the playground.
3. Only PCR game rules can be used. Do not change the rules.
4. There are no "lock-outs." Any student wanting to play a game (unless there are rule restrictions) can play. Play fairly and allow for others to rotate into the game.
5. Take turns. No one can "hold" a place for a friend. There are no "cuts."
6. Playground equipment is to be used for the game it was intended. Do not kick handballs or basketballs. Misuse eventually ruins the equipment. Put equipment away at the end of recess.
7. Specific games must be played in the area that is assigned for that game. For example, jump ropes are used on the blacktop; kickball must be played in the assigned kickball area. Chasing games and contact sports, such as tag and football, are not allowed.
8. Students are not allowed to dig or throw dirt, rocks, or other unsafe objects at any time.
9. Inform an adult if a ball has gone over a fence. Do not climb over a fence to get a ball.
10. Listen for the Freeze bell or whistle* and follow these directions:
 - a) Get down from play equipment safely;
 - b) Stop swings and dismount safely (no jumping);
 - c) Collect playground balls, other equipment and return to equipment containers,
 - d) Stop talking and listen quietly for the release bell or whistle;
 - e) Walk to designated line-up area or classrooms as directed;
11. Try to solve a problem using rules for responsible behavior. Solve game disputes by talking about the problem using appropriate words and a calm voice. Use only the PCR rules of play. You may also play a game of, "Rock, Paper, and Scissors" to solve the problem. Seek the help of a yard supervisor as needed.

****At anytime a whistle is blown on campus, students are to stop their activity and wait for adult direction.**

LCUSD

Elementary Schools

Parent and Student Handbook

PARENT INVOLVEMENT

Parent Teacher Association (PTA)

The Parent Teacher Association actively promotes and sponsors activities that benefit the children of La Cañada Schools. PTA meetings are held monthly and all parents are invited to attend. Informative programs on a wide variety of topics are presented at these meetings as well as at other times throughout the year.

Some of the PTA activities involve volunteers who devote time as classroom volunteers, library and computer lab aides, resource people, clerical aides, drivers, room representatives or other school volunteers. Parents should contact the teacher or room representative to find out how they can help. School volunteers must sign in at the school office when they arrive on campus. Parent volunteers must have a current TB test on file in the schools main office. Parents who go on overnight field trips must be fingerprinted. Ask in the office to learn of the procedures for TB testing and/or fingerprinting.

The PTA facilitates communication between the school and home through regular email updates and flyers sent home with students. The PTA President and Executive Board members are listed on the PTA website. Please contact them if you would like to volunteer or have questions and/or suggestions about PTA programs and activities.

Funds raised at PTA activities have been used for curriculum materials, playground equipment, computers, library books, art materials, assemblies, PE equipment and in so many other important ways.

School Improvement Program

La Cañada Schools participate in a state-funded School Improvement Program. Through the School Site Council and a strong collaborative partnership with PTA, staff members coordinate programs and resources to support all students in a rich, engaging, challenging, and relevant program. The partnership has resulted in providing an abundance of instructional materials, additional staff, as well as staff development opportunities that allow staff to access professional training. The School Site Council (SSC) is composed of parents and staff, and is actively involved in planning, implementing and evaluating the school's educational programs. This committee helps to determine how the program funds will be spent each year. All parents are invited to attend SSC meetings and are encouraged to participate in the program.

ATTENDANCE

Absences

Please call the attendance hot line phone number listed on the cover page of this handbook between 7:30 a.m. and 10:00 a.m. to report your child's absence for that day. Please indicate the reason for the absence and the probable duration. **Please note: If your child has been ill for five or more days, the child must have a doctor's note to return to school.**

LCUSD

Elementary Schools

Parent and Student Handbook

In the event of an earthquake students and staff are trained to take a "Duck and Cover" position and are then escorted to the field. All classes will remain on the field under the supervision of a teacher until released to an authorized adult.

CONTACTING STUDENTS/PHONE USE

Delivering Items - Lunches, lunch money or homework/projects need to be brought to the office and have the student's name clearly marked. Students are not permitted to wait inside or outside the office for forgotten items. *We will not interrupt class* to notify a child of items delivered to the office; however students are permitted to check for delivered items at recess and lunch. Please discuss this policy with your child in advance so he/she will know to check in the office for forgotten items at the appropriate time.

Messages to Students – Messages to students will be delivered to class only in *emergency situations*. We will notify students to come to the office when eyeglasses are delivered or when medication must be administered.

Phone Use - Permission by a staff member must be given for students to use the office telephone. Students are not allowed to call home for forgotten lunches, lunch money, and homework assignments or to make after school play date arrangements.

Cell Phones – Students are permitted to have a cell phone at school; however it must be turned OFF and stored in their backpack during school hours. Cell phones are NOT allowed to be used during any part of the school day (including recess and lunch). Cell phones will be confiscated and returned to the parent if students are using cell phones during the school day.

MISCELLANEOUS

LCUSD Student Technology & Internet Use Agreement

The La Cañada Unified School District has established ethical standards for the use of technology and technological resources in its schools. LCUSD has taken steps to guide student use of the Internet, including installation of blocking software to limit access to inappropriate information. In addition to providing instruction, LCUSD continually monitors student use of technological information. *Every student and parent in grades K-6 are required to read, sign, and return the LCUSD Student Technology and Internet Use Agreement* (included in the first day packet). Please carefully review the terms of these agreements with your child. Inappropriate use of technology will be dealt with under the terms of the district's and school's discipline policies.

Parent-Teacher Communication

Parent-Teacher Conferences are held in the fall for students in kindergarten through sixth grade. At Back to School Night, sign-ups for conferences are available in each classroom. All kindergarten and 1st – 3rd grade students have individual conferences. Conferences for 4th - 6th grade students are scheduled on an as needed basis. Conferences may be scheduled throughout the school year as needed by teacher or parent request.

LCUSD

Elementary Schools

Parent and Student Handbook

Please contact the classroom teacher(s) when you have questions or concerns about your child and/or his/her progress. Messages to teachers can be emailed directly to them or given to the office. If you would like to meet with your child's teacher, please avoid "dropping in" unannounced. Though it may appear that a teacher has a free moment, they are often engaged in supervising students or preparing materials or lessons for their class. You can make an appointment with any teacher by emailing them or leaving a message in the office.

Homework Policy

The La Cañada Unified School District policy recognizes that the actual time required for assignments may vary with the study skills of the individual student and the course load. Parents are encouraged to contact their student's teacher or counselor if they observe either excessive or insufficient time being spent on homework or if they have questions concerning the appropriateness of specific homework assignments.

The La Cañada Unified School District recommends the following time periods:

- Kindergarten:** Students are not required to have daily homework; however, kindergarten teachers shall provide approximately 10 minutes of daily homework. This will help students establish a study routine and reinforce concepts and skills being taught in the classroom.
- 1st Grade:** First graders shall be responsible for school related homework activities designed to be completed in no more than 20 minutes per school day.
- 2nd Grade:** Second graders shall be responsible for school related homework activities designed to be completed in no more than 25 minutes per school day. Additional independent reading is also assigned. *
- 3rd Grade:** Third graders shall be responsible for school related homework activities designed to be completed in no more than 30-40 minutes per school day. Additional independent reading is also assigned. *
- 4th Grade:** Fourth graders shall be responsible for school related homework activities designed to be completed in no more than 50 minutes per school day. Additional independent reading is also assigned. *
- 5th Grade:** Fifth graders shall be responsible for school related homework activities designed to be completed in no more than 60 minutes per school day. Additional independent reading is also assigned. *
- 6th Grade:** Sixth graders shall be responsible for school related homework activities designed to be completed in no more than 60-90 minutes per school day. This time also includes self-review, self-preparation, self-reflection, study, memorization, and independent projects. Additional independent reading is also assigned. *

*Required independent reading is based on the total number of minutes and/or pages read over a block of time. Student reading might not occur every evening; longer weekend blocks of reading might be used to reach the overall totals.

It is the view of the District that homework helps students take responsibility for their own learning, provides opportunity outside the classroom to develop constructive study habits, provides additional opportunity to reinforce basic skills, and provides supplementary learning experiences.

40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. Other adult relationships—Child receives support from adults other than her or his parent(s).</p> <p>4. Caring neighborhood—Child experiences caring neighbors.</p> <p>5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.</p>
	Empowerment	<p>7. Community values youth—Child feels valued and appreciated by adults in the community.</p> <p>8. Children as resources—Child is included in decisions at home and in the community.</p> <p>9. Service to others—Child has opportunities to help others in the community.</p> <p>10. Safety—Child feels safe at home, at school, and in his or her neighborhood.</p>
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. Positive peer influence—Child's closest friends model positive, responsible behavior.</p> <p>16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p>
	Constructive Use of Time	<p>17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.</p> <p>19. Religious community—Child attends religious programs or services one or more times per week.</p> <p>20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p>
Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Child is motivated and strives to do well in school.</p> <p>22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. Homework—Child usually hands in homework on time.</p> <p>24. Bonding to school—Child cares about teachers and other adults at school.</p> <p>25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.</p>
	Positive Values	<p>26. Caring—Parent(s) tell the child it is important to help other people.</p> <p>27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. Honesty—Parent(s) tell the child it is important to tell the truth.</p> <p>30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p>
	Social Competencies	<p>32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.</p>
	Positive Identity	<p>37. Personal power—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. Self-esteem—Child likes and is proud to be the person that he or she is.</p> <p>39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. Positive view of personal future—Child is optimistic about her or his personal future.</p>

40 Developmental Assets® for Children Grades K–3 (ages 5–9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<p>1. Family Support—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.</p> <p>2. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</p> <p>3. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</p> <p>4. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.</p> <p>5. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</p> <p>6. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child's school success.</p>
	Empowerment	<p>7. Community Values Children—Children are welcomed and included throughout community life.</p> <p>8. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events.</p> <p>9. Service to Others—Child has opportunities to serve in the community with adult support and approval.</p> <p>10. Safety—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.</p>
	Boundaries & Expectations	<p>11. Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</p> <p>12. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</p> <p>13. Neighborhood Boundaries—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).</p> <p>14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</p> <p>15. Positive Peer Influence—Parent(s) monitor the child's friends and encourage spending time with those who set good examples.</p> <p>16. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</p>
	Constructive Use of Time	<p>17. Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school.</p> <p>18. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community.</p> <p>19. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</p> <p>20. Time at Home—Child spends time at home playing and doing positive activities with the family.</p>

Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</p> <p>22. Learning Engagement—Child is enthused about learning and enjoys going to school.</p> <p>23. Homework—With appropriate parental support, child completes assigned homework.</p> <p>24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school.</p> <p>25. Reading for Pleasure—Child listens to and/or reads books outside of school daily.</p>
	Positive Values	<p>26. Caring—Parent(s) help child grow in empathy, understanding, and helping others.</p> <p>27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone.</p> <p>28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior.</p> <p>29. Honesty—Parent(s) encourage child's development in recognizing and telling the truth.</p> <p>30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</p> <p>31. Self-Regulation—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</p>
	Social Competencies	<p>32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities.</p> <p>33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control.</p> <p>34. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</p> <p>35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</p> <p>36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</p>
	Positive Identity	<p>37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life.</p> <p>38. Self-Esteem—Child likes herself or himself and feels valued by others.</p> <p>39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future.</p> <p>40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.</p>

SCHEDULE FOR THE DEVELOPMENTAL ASSETS PROGRAM

<u>MONTH</u>	<u>DEVELOPMENTAL ASSET</u>	<u>FOCUS WORD</u>
August/September	Support	Caring (no awards in August)
October	Empowerment	Responsible
November	Boundaries & Expectations	Respectful
December	Constructive Use of Time	Leadership
January	Commitment to Learning	Enthusiastic Learner
February	Positive Values	Positive Influence
March	Social Competencies	Good Role Model
April	Positive Identity	Positive Contribution

LCUSD

Elementary Schools

Parent and Student Handbook

principal, with assistance from the sixth grade PTA room representatives and other parent volunteers.

ANTI-BULLYING POLICY

The La Canada School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Our elementary schools will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions.

Bullying among children encompasses a variety of *negative acts* carried out *repeatedly over time*. It involves a *real or perceived imbalance of power*, with the more powerful child or group attacking those who are less powerful.

Bullying can take several forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, racial slurs, and making threats); psychological (spreading rumors, manipulating social relationships or engaging in social exclusion, extortion or intimidation), and cyberbullying (use of technology to harass, threaten or humiliate).

Our elementary schools expect students to immediately report incidents of bullying to school staff. Staff is expected to immediately take action when they see or hear of a bullying incident. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school, during the lunch period, whether on or off campus and during a school-sponsored activity.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action.

The steps for intervening in bullying behavior include, but are not limited, to the following:

1. All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year as part of student orientation, included in the student handbook and/or information packet, and as part of the school system's annual notification to parents.
2. Staff is expected to take immediate action when they see a bullying incident or when an incident is reported.
3. The school will consistently follow established progressive discipline procedures in dealing with students who violate school rules and/or the school's Anti-Bullying Policy.
4. People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way. In addition, students who retaliate against witnesses or those reporting bullying behaviors are subject to disciplinary action.
5. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Palm Crest Elementary

ANTI-BULLYING POLICY

Palm Crest Elementary School believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Palm Crest Elementary School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions.

Bullying among children encompasses a variety of **negative acts** carried out **repeatedly over time**. It involves a **real or perceived imbalance of power**, with the more powerful child or group attacking those who are less powerful.

Bullying can take several forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, racial slurs, and making threats); psychological (spreading rumors, manipulating social relationships or engaging in social exclusion, extortion or intimidation), and cyberbullying (use of technology to harass, threaten or humiliate).

Palm Crest Elementary School expects students to immediately report incidents of bullying to school staff. Staff is expected to immediately take action when they see or hear of a bullying incident. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school, during the lunch period, whether on or off campus and during a school-sponsored activity.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action.

The steps for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year as part of student orientation, included in the student handbook and/or information packet, and as part of the school system's annual notification to parents.
- Staff is expected to take immediate action when they see a bullying incident or when an incident is reported.
- The school will consistently follow established progressive discipline procedures in dealing with students who violate school rules and/or the school's Anti-Bullying Policy.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way. In addition, students who retaliate against witnesses or those reporting bullying behaviors are subject to disciplinary action.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.