

2022-23

COMPREHENSIVE  
SCHOOL SITE SAFETY  
PLAN

**CRISIS RESPONSE PLAN**

For

Western Placer Unified  
School District  
and

*Lincoln High School*

Reviewed by Site Council

*January 24, 2023*

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# Section One: Assignments and Duties

ROLE	NAME			CHAIN
<b>Site Leader - Principal</b> (Oversees ENTIRE Situation)	<b>By Site</b>	<b>Name</b>	<b>Cell #</b>	Site Principal → Superintendent/DO → Site Principal → Site Coordinator
	CCC	Julie Stearn		
	COES	Megan Dickson		
	FSS	Lyndsay Reynolds		Continuous Loop - Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal
	FRES	Gina Pasquini		
	SLES	Jack Gout		
	LCES	Denise Parnell		
	SES	April Rennie		
	TBE	Will Middleton		Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
	GEMS	Anna Castillo		
	TBMS	Randy Woods		
	LHS	Jennifer Hladun		
	TBHS	Heather Pierce		
PHS/Atlas	Chuck Whitecotton			
				Site Principal → Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff
<b>Site Coordinator</b> (Deals with SPECIFIC/DETAILS of Situation)	CCC	Lori Deschamps		CCC - 916-645-6390
	COES	Jennifer Hancock		COES - 916-645-6380
	FSS	Bill Justice		FSS - 916-645-6330
	FRES	Chareen Lauritzen		FRES - 916-434-5255
	SLES	Megan Hart		SLES - 916-409-2401
	LCES	Cindy Hood		LCES - 916-434-5292
	SES	Ann Nordby		TBES - 916-434-5220
	TBES	Roseanne Johnson		SES - 530-633-2591
	GEMS	Jessica Fernandez		GEMS - 916-645-6370
	TBMS	Amy Pettersen		TBMS - 916-434-5270
	LHS	Vicki Eutsey		LHS - 916-645-6360
	TBHS	Chris Bombard		TBHS - 916-409-2631
	PHS/Atlas	Tracy Gruber		PHS - 916-645-6395
<b>District Administrator</b> (Coordinates all activities, rumor control, communication)	Kerry Callahan, Superintendent (Reno Penders, Director of Ed. Services)		Kerry Callahan → Site Principal → Site Coordinator	
<b>District Office Liaison</b> (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst. Supt. Scott Pickett, Asst. Supt. (Remains at DO)		Scott Pickett → District Office → Other Sites/Tech/Head Start, as appropriate	
<b>Community Liaison</b> (Communicates to Media/Other)	Emma Ohler, Communications		Scott Pickett → LPD, etc.	
<b>Crisis Response Team</b> (Provides Emotional Support)	Ellie Martinez, Dir. SPED → School Psychologists/Counselors → Staff/Students		Scott Pickett → Ellie Martinez → School Psychologists & Counselors	
<b>Transportation</b> (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Boyd Pyatt, Transportation Dir.		Boyd Pyatt → Bus Drivers, as needed	
<b>Maintenance &amp; Facilities</b> (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt → Mike Adell, Facilities & Tom Butcher, Maintenance & Operations		Mike Adell & Tom Butcher → Maintenance & Operations & Facilities personnel, as needed	
<b>Personnel</b> (Provides Info as Needed)	Cliff De Graw, Asst. Supt.		Cliff De Graw → Katrina Moddelmog/Barbara Green	

<b>Communication</b> (2-Way Radio Support)	Audrey Kilpatrick, Asst. Supt.	Tom Butcher → Maintenance & Operations
<b>Technology</b> (Provides Technological Support)	Audrey Kilpatrick, Asst. Supt → Tsugufumi Furuyama, Dir. of Technology	Tsugufumi Furuyama → Kevin Perry → Tech Staff
<b>Translation</b> (Provides Translation as Needed)	Scott Pickett → Maria Gonzalez	Maria Gonzalez → Scott Pickett → Parent Liaison
<b>Nursing</b> (Provides Medical Support)	Scott Pickett → Madi Belfroid and Kelley Gordon	Madi Belfroid & Kelley Gordon → Clerks/Clerk II's

# ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
<b>DISTRICT OFFICE/COMMAND CENTER</b>				
Kerry Callahan, Supt.				
Emma Oehler, Comm.	916-645-6350	916-645-6356		
<b>DISTRICT OFFICE LIAISON</b>				
Audrey Kilpatrick, Asst. Supt.	916-645-6350	916-645-6356		
<b>COMMUNITY LIAISON</b>				
Kerry Callahan, Supt.	916-645-6350	916-645-6356		
<b>PERSONNEL</b>				
Cliff De Graw	916-645-5293	916-645-6948		
<b>MAINT&amp;OP/FACILITIES &amp; COMMUNICATIONS</b>				
Audrey Kilpatrick	916-645-6350	916-645-5295		
Mike Adell	916-645-5100	916-645-4295		
Tom Butcher	916-434-5000	916-645-4016		
<b>TRANSPORTATION</b>				
Boyd Pyatt	916-645-6346			
<b>SIERRA BUILDING SYSTEMS, INC.</b>				
				Alarm Shut-Off Info
	866-216-9292	530-637-5551		
<b>TECHNOLOGY</b>				
Tsugufumi Furuyama	916-645-5175			
Kevin Perry	916-434-3737			
<b>FOOD SERVICE</b>				
Christina Lawson				
Sandra Whitespear	916-645-6373			
<b>CRISIS RESPONSE</b>				
Ellie Martinez				
Lauren McCaully	916-891-7948			
Grace Goodwin	916-645-6350			
Mayela Martinez	916-645-4078			
Vincent Hurtado	916-434-5220	916-645-6345	916-206-3028	
<b>NURSING</b>				
Kelley Gordon, RN				
Madi Schumann, RN	916-645-6350	916-645-5136		
Bhawnpreet Kaur, LVN				
Diane Guillon, LVN				
Tina Cantarinha, LVN				
<b>TRANSLATION</b>				
Maria Gonzalez				
Scott Pickett	916-645-6350	916-645-6356		
<b>SCHOOL RESOURCE OFFICERS</b>				
Officers Collins, Savage, & Searle - LPD	916-645-4040			

# Alarm Shut-Off Information

Site	Address	System	Account Number
CCC	150 E 12th St. Lincoln	Security	██████████
CCC	150 E 12th St. Lincoln	Fire	██████████
CCC	150 E 12th St. Lincoln	Fire	██████████
COES	2030 First St. Lincoln	Security	██████████
COES	2030 First St. Lincoln	Fire	██████████
Maint & Trans	2701 Nicolaus Dr. Lincoln	Security	██████████
Maint & Trans	2701 Nicolaus Dr. Lincoln	Fire	██████████
Maint Off Annex	810 J St. Lincoln	Fire	██████████
DO	600 6th St. Lincoln	Security	██████████
Tech Building	810 J St. Lincoln	Security	██████████
FSS	1400 First St. Lincoln	Security	██████████
FSS	1400 First St. Lincoln	Fire	██████████
FRES	1561 Joiner Pkwy, Lincoln	Security	██████████
FRES	1561 Joiner Pkwy, Lincoln	Fire	██████████
GEMS	204 L St. Lincoln	Security	██████████
GEMS	204 L St. Lincoln	Fire	██████████
SLES	1200 Brentford Cir. Lincoln	Security	██████████
SLES	1200 Brentford Cir. Lincoln	Fire	██████████
LCES	635 Groveland Lincoln	Security	██████████
LCES	635 Groveland Lincoln	Fire	██████████
LHS	790 J St. Lincoln	Security	██████████
LHS	790 J St. Lincoln	Security	██████████
LHS	790 J St. Lincoln	Fire	██████████
LHS Farm	6001 William Ln. Lincoln	Fire/Security	██████████
LHS Farm	6001 William Ln. Lincoln	Security	██████████
PHS	870 J St, Lincoln	Security	██████████
PHS	870 J St, Lincoln	Fire	██████████
SES	4730 H St, Sheridan	Security	██████████
TBES	2450 Eastridge Lincoln	Security	██████████
TBES	2450 Eastridge Lincoln	Fire	██████████
TBHS	2360 Fieldstone Dr. Lincoln	Security	██████████
TBHS	2360 Fieldstone Dr. Lincoln	Fire	██████████
TBMS	770 Westview Dr. Lincoln	Security	██████████
TBMS	770 Westview Dr. Lincoln	Fire	██████████

SIERRA BUILDING SYSTEMS - 1-866-216-9292  
 GIVE THEM ACCOUNT NUMBER OR ADDRESS OF SCHOOL  
 PASSWORDS: TBHS – ██████████”; SLES – ██████████ ALL OTHER SCHOOLS – ██████████

# Using radios – Channel Information

## ICOM or KENWOOD Radio

These radios have been programmed to communicate with the base stations at all sites.

**Do not set your radio to Channel 1.**  
**This Channel is designated for EMERGENCIES ONLY.**

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio (top of radio, dial knob on the right). Turn the volume up (same knob).

Make sure your channel is set to the site assigned channel (either dial knob on top or scroll arrows on the face of the radio).

Depress the “push-to-talk” button and hold it down until you finish talking. Release the talk button and wait for a response. To talk to another site, use the channel assignment below:

<u>Channel 1</u>	<u>Emergency Only</u>
<u>Channel 2</u>	<u>Transportation</u>
<u>Channel 3</u>	<u>Maintenance</u>
<u>Channel 4</u>	<u>Food Services</u>
<u>Channel 5</u>	<u>Twelve Bridges Middle School</u>
<u>Channel 6</u>	<u>Sheridan Elementary School</u>
<u>Channel 7</u>	<u>Creekside Oaks Elementary School</u>
<u>Channel 8</u>	<u>Carlin C. Coppin Elementary School</u>
<u>Channel 9</u>	<u>First Street School</u>
<u>Channel 10</u>	<u>Glen Edwards Middle School</u>
<u>Channel 11</u>	<u>Phoenix High School/Atlas</u>
<u>Channel 12</u>	<u>Lincoln High School</u>
<u>Channel 13</u>	<u>Foskett Ranch Elementary School</u>
<u>Channel 14</u>	<u>Twelve Bridges Elementary School</u>
<u>Channel 15</u>	<u>Lincoln Crossing Elementary School</u>
<u>Channel 16</u>	<u>CARE (after-school)</u>
<u>Channel 17</u>	<u>Scott M. Leaman Elementary School</u>
<u>Channel 18</u>	<u>Twelve Bridges High School</u>

## ADDITIONAL CONTACT INFORMATION

### CARE (After School Program)

Ashlie Snider, Director [REDACTED] (cell)  
916-645-5135 (office)

FSS	916-434-5038	SHER	530-633-8119
GEMS	916-645-4020	COES	916-434-7282

### HEAD START PRESCHOOL

CCC 916-645-1051  
INFANT/TODDLER CENTER 916-434-3705 (next to Phoenix HS)

### PCOE PRESCHOOL

1<sup>st</sup> at I 916-645-1772  
CCC 916-645-6390 ext. 37

### STAR EDUCATION

COES	916-434-8085	FRES	916-434-5884
TBES	916-434-6542	CCC	916-434-8720
LCES	916-409-0797	SLES	916-645-6374

### CAFETERIA

GEMS-Food Director 916-645-6373  
LHS-Kitchen 916-645-6365  
CCC-Kitchen 916-645-6392  
GEMS Cafeteria Clerk 916-645-4054  
FSS Cafeteria Clerk 916-434-7283  
TBES Cafeteria Clerk 916-434-5212  
TBMS Cafeteria Clerk 916-434-5269

### LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER

916-645-3300

### TECHNOLOGY 916-434-3737

Tsugufumi Furuyama [REDACTED] (cell)  
916-645-5175 (office)  
Kevin Perry [REDACTED] (cell)  
Jordan Shorkey [REDACTED] (cell)  
Kevin Sigrist [REDACTED] (cell)  
Shawn Quinn [REDACTED] (cell)  
Gabe Cruz [REDACTED] (cell)  
Austin Dirk [REDACTED] (cell)  
Technician I [REDACTED] (cell)  
Rengin Yildiz [REDACTED] (cell)



## **DISTRICT OFFICE EXTENSIONS**

<b>Extension</b>	<b>Name</b>	<b>Title</b>
40101	Rebecca Dukes	District Office Clerk
40102	Holly Shima	District Office Clerk
40104	Maria Gonzalez	Admin. Asst. to Superintendent
40105	Reno Penders	Director of Educational Services
40107	Kerry Callahan	Superintendent
40108	Grace Lowery	Admin. Asst. Educational Services
40109	Audrey Kilpatrick	Asst. Supt. Business & Operations
40110	Carrie Carlson	Director of Business
40111	Scott Pickett	Asst. Supt. Educational Services
40112	Cliff De Graw	Asst. Supt. Of Personnel Services
40113	Copy Room	
40114	Jennifer Horton	Coodinator, College & Career
40115	Kathleen Leehane	Director of Supplemental Programs
40116	Grace Goodwin	Director of Sp. Ed
40117	Diane Metzelaar	Special Education Secretary
40118	Carla O'Brien	Special Education Clerk
40120	Sandra Hackbarth	Admin. Asst. to Kathleen Leehane
40121	Julie Brown	Facilities Support Clerk
40122	Faviola Melendrez-Lopez	Account Technician
40123	Elide Castillo	Account Technician
40126	Nora Liang	Payroll Technician
40127	Rhia Zinzun	Payroll Technician
40128	Barbara Green	Personnel Technician
40129	Katrina Modellmog	Personnel Technician
40131	Mike Adell	Director of Facilities
40133	Elicia Martinez	Personnel Admin. Asst.
40134	Rochelle Christopherson	Business Admin. Asst.
40135	Lauren Alazzawi	Special Ed. Program Specialist
40138	Evelyn Keaton	Account Technician
40139	Jenn Gill	Payroll Technician
40142	Hannah Richie	Asst. Director Facilities
40144	Ellie Martinez	Special Ed. Director
40145	Emma Oehler	Communications Coordinator
40146	Emily Ortiz	MTSS, Coordinator
40148	Rebecca Wilhelm	Sub Caller
40175	Tsugufumi Furuyama	Director of Technology

# Standardized Emergency Management System (SEMS)

The Standardized Emergency Management System (SEMS) is a statewide California system used by police officers, firefighters and other disaster responders in disaster events. The purpose of SEMS is to aid in communication and response by providing a common communication and management system. The intent of this law is to improve the coordination of state and local emergency response in California. The law is found in Section 8607 of the Government Code.

The basic framework of SEMS incorporates the use of the Incident Command System (ICS). The ICS is designed to be flexible and adaptable to meet the emergency management needs of all agencies. ICS is a management system and provides the organizational framework and acts as an umbrella under which all response agencies may function in an integrated fashion.

During an emergency the School will utilize the ICS to facilitate a coordinated response by the Site Incident Commander, the Incident Management Team and representatives from community responders. A School Incident Command Center will be utilized when necessary.

## Activation of an Incident Command Center

An Incident Command Center will be activated when any emergency situation occurs of such magnitude that requires large commitment of resources or over an extended period of time.

## Incident Command Center Locations

The command center location will be designated School location. Once a unified command is established with responding agencies, the command center will be determined by the overall Incident Commander.

# Incident Management Team

## **DISTRICT ADMINISTRATOR Responsibility Checklist**

### **Superintendent Callahan and/or Director Penders**

**Basic Duties:** Oversees coordination of all activities; makes decisions re: evacuation off-campus.

- CONFIRM FACTS** – Obtains accurate information about the total situation. Determines the degree of impact.
- Works with principal to decide whether to evacuate off campus.
- Works with principal to convene the **Crisis Response Team**.
- Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- Authorizes Board Members to be contacted.
- Notifies City Manager of situation.
- Goes to school site.
- Contacts own family to assess their safety and to inform them of situation.
- Works with site team to support resolution activities.
- Works with District Liaison to communicate with District Office staff to update information and to provide support.
- Updates Board Members.
- Approves communication to parents emphasizing the positive.
- Assists the site with evaluation of the event and the response.
- Plans and send appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a sense of community.
- Conducts debrief after the event.

# Incident Management Team

## **DISTRICT OFFICE LIAISON Responsibility Checklist**

**Assistant Superintendent Audrey Kilpatrick and Scott Pickett**

**Basic Duties:**      Coordinates all activities at the District Office location.

- Confirms situation with Superintendent.
- Sets up and organizes District Command Center (Business Office).
- Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- Screens calls to Superintendent's Office, delegates to the Superintendent and Asst. Superintendent's Secretary/Admin Assistant.
- Provides updates to Board Members. Delegates to the Superintendent and Asst. Superintendent's Secretary/Admin Assistant.
- Notifies and updates all sites of the situation.
- Advises other districts of situation, if required.
- Notifies the Placer County Office of Education, if warranted.
- Coordinates repairs, if needed.
- Contact insurance carrier.

# Incident Management Team

## **SITE LEADER – PRINCIPAL Responsibility Checklist**

**Basic Duties:** Oversees entire situation on site; works with Superintendent to make decisions.

- Principal deals directly with District Office/Community coordination.
- Principal makes necessary decisions in consultation with District Office.
- Principal notifies local law enforcement/fire department when deemed appropriate.
- Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors).
- Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- Principal trouble shoots based on developing circumstances.
- Principal works with District Office re: media operations/communications.
- Principal works with emergency personnel.
- Principal accompanies students and faculty to a safe evacuation site, if deemed appropriate.
- Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

# Incident Management Team

## **SITE COORDINATOR (TASK MASTER) Responsibility Checklist**

CCC	Corie Volmer	
COES	Jennifer Hancock	
FSS	Bill Justice	
FRES	Chareen Lauritzen	
SLES	Megan Hart	
LCES	Cindy Hood	
SHER	Ann Nordby	
TBES	Roseanne Johnson	
GEMS	Jessica Fernandez	
TBMS	Amy Pettersen	
LHS	Vicki Eutsey	
TBHS	Chris Bombard	
PHS	Tracy Gruber	

**Basic Duties:** Coordinate all activities at the incident site.

- Directs activities of **Site Command Center**.
- Alerts Teachers as required.
- Ensures Staff are at required positions with equipment/information necessary to complete tasks.
- Assigns additional duties to available staff and direct site operation.
- Communicates with nursing staff and Crisis Response Team, as needed.
- Communicates with Transportation, Food Services, as necessary.
- Organizes and coordinates all necessary activities at site.
- Requests added personnel from Personnel Officer.
- Works with Site Principal to advise parents of early dismissal of students, if necessary.
- Provides information to Superintendent/media spokesperson regarding early dismissal of students and other information, if/as necessary.

## Incident Management Team

### **DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE**

CCC	Kimber Tzikas		
COES	Melissa Everts		
FSS	Norma Lazaro		
FRES	Kristin Noriega		
LCES	Karen Reilly		
SLES	Michelle Rowe		
SHER	Jennifer Hladun		
TBES	Martiza Pisik		
GEMS	Jenifer Freymond		
TBMS	Todd Boynton		
LHS	John Kovach		
TBHS	Daniel Searle		
PHS	Clint Nelson		

# Incident Management Team

## **COMMUNITY LIAISON Responsibility Checklist**

**Superintendent Kerry Callahan or  
Marketing & Communications Coordinator Emma Oehler**

**Basic Duties:** Your position is to coordinate all activities at the community level.

- Act as media spokesperson.
- Coordinate with District Office Liaison and Administration.
- Work with site team members to advise parents.
- Be in communication with site level person at hospital.
- Be in contact with City Council and Local Officials, as needed.
- Relay information about hospital victims to **District Office Command Center**.
- At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- Contact radio, television, newspapers, as deemed appropriate.
- If requested by site, coordinate a community resource response.
- Plan with Site Principal and Crisis Response Team for a community meeting, if needed.



# Incident Management Team

## **CRISIS RESPONSE TEAM Responsibility Checklist**

**Ellie Martinez, Director of Special Education**

**Basic Duties:** Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

**Crisis Response Team Members:** (School Psychologists and School Counselors)  
Ellie Martinez, Lauren McCauley, Grace Goodwin, Mayela Martinez, Vincent Hurtado, Jared Miller, Monica Carroll, Victoria Galvan, Janice Giorgi, Nicole Hackett, Megan Hart, Lauren Morelli, Desiree St. John, Jared Siler, Kimber Tzikas, Shannon Cooper, Casey Milovanovich, Chris Mireles

- At request of site Crisis Response Support Team Leader, contact community mental health resources.
- Direct activities of any District Interns.
- If requested by site, contact neighboring districts and secure their assistance.
- Contact Placer/Sacramento County law enforcement chaplaincy, as necessary.
- Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary.
- Provide support to students and staff, if requested; assess critical situations.
- Assist site in staffing safe rooms for students and staff.
- Provide written information to parents concerning possible reactions to the event.
- Be available for consultation to site as they conduct follow-up activities in the subsequent weeks.

# Incident Management Team

## **TRANSPORTATION Responsibility Checklist**

**Boyd Pyatt, Director of Transportation**

**Basic Duties:** Coordinate all transportation needs surrounding the incident.

- Work with dispatcher to contact bus drivers, if necessary.
- Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- Advise drivers of staging areas and routes.
- Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- Provide evacuation to secondary site, if necessary.
- Provide early transportation home to regular bus drivers as necessary.
- Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

# Incident Management Team

## **MAINTENANCE/FACILITIES Responsibility Checklist**

**Tom Butcher, Director of Maintenance & Operations  
Mike Adell, Director of Facilities**

**Basic Duties:** Provide all necessary support as deemed appropriate.

- Accompany Superintendent to incident site.
- Provide blueprints and any other technical data of the site.
- Designate staff to bring extra communication equipment to the sites.
- Assist emergency services personnel with information about the site.
- Provide any required resources to emergency personnel.
- Provide support in establishing site command center.
- Coordinate repairs.

# Incident Management Team

## **PERSONNEL Responsibility Checklist**

**Cliff De Graw, Assistant Superintendent of Personnel**

**Basic Duties:** Identify district personnel who can be of assistance during the crisis.

- Notify employee families affected by the crisis.
- Assist site with information on personnel, including substitutes, who are present on campus.
- Contact substitutes to work upcoming days.
- Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- Provide and maintain an updated resource guide of specialized personnel.

# Incident Management Team

## **COMMUNICATION Responsibility Checklist**

**Tom Butcher, Director of Maintenance & Operations**

**Basic Duties:** Provide the most effective form of communication to the incident site under these circumstances.

- Work with telephone Company, as necessary.
- Update voicemail message, as appropriate.
- Keep sites updated on telephone status.
- Coordinate use of District's 2-way radio system and all phone contacts.

# Incident Management Team

## **TECHNOLOGY Responsibility Checklist**

**Tsugufumi Furuyama, Director of Technology**

**Basic Duties:** Provide access to electronic communications services.

- Provide information on mass messaging – email, voicemail, text.
- Work with Site Leader to coordinate messaging.
- Work with sites to provide access to Student Management System (PowerSchool).
- Assist with technology needs.

# Incident Management Team

## **DISTRICT NURSE Responsibility Checklist**

**Kelley Gordon RN, Madi Schumann RN, Tina Cantarinha, LVN,  
Bhawnpreet Kaur LVN, Diane Guillon, LVN**

**Basic Duties:** Provide the best possible first aid service to the incident site as circumstances permit.

- At request of Site Coordinator, report to site and establish a first aid station area; ensure adequate adult assistance.
- Provide direction to Clerks re: handling of student medication.
- Provide direction and support to Clerks re: reviewing Student Healthcare Plans for students with critical needs.
- Coordinate activities with hospital, if needed.
- Meet with parents of injured students.
- Assist school site team with parent or community meeting.

# Incident Management Team

## **TRANSLATION Responsibility Checklist**

**Maria Gonzalez/Scott Pickett/Parent Liaison**

**Basic Duties:** Provide translation for communications and information as necessary.

- Provide appropriate information to Spanish radio and television stations as deemed appropriate.
- Coordinate release of information with Community Liaison Officer, Kerry Callahan.
- Establish a procedure to provide communication and information to parents.
- Mobilize translators (teachers/students/parents), as needed.



# Incident Management Team

## SAFETY OFFICER Responsibility Checklist

### **Officers Collins, Savage, and Searle, Lincoln PD**

**Basic Duties:** The position of Safety Officer is to develop, recommend, and enforce the measures set to assure safety to all on school campuses.

- Identify hazardous situations that have occurred due to the incident.
- Use your emergency authority to stop and prevent unsafe acts.
- Investigate accidents that have occurred within the incident area.

### **Start-Up Action:**

- Go to meeting place.
- Identify yourself & put on appropriate ID.
- Read the entire action checklist.
- Retrieve appropriate equipment and supplies needed.

### **Operational Duties:**

- Identify and alleviate hazardous and potentially hazardous situations.
- Monitor emergency response activities for safety.
- Stop and fix all unsafe operations.
- Utilize a safety backup plan, if needed; take regular breaks, 5-10 min/hour.
- Attend and contribute to the planning meetings.
- Maintain activity log.
- Notify appropriate person in charge of reporting to insurance company regarding the loss and/or damage to property of persons.

### **Closing Down:**

- At the Incident Commander's direction, dismiss the staff. Have them sign out.
- Complete activity log and pass on pertinent information.
- Return all equipment and unused supplies.

# District Safety Team Incident Command One Pager

ASSIGNMENT	Roles and Responsibilities
<b>Incident Commander</b> <b>Kerry Callahan</b> Cell# [REDACTED] Office # (916) 645-6350	The WPUSD Incident Commander (IC) is responsible for the overall management of the WPUSD responsibilities during the emergency. The WPUSD IC reports to the school site and a unified incident command center (if established) as soon as possible. All critical decisions and communication will go through IC.
<b>Back- Up: Reno Penders • Cell# [REDACTED] • Office # (916) 645-6350</b>	
<b>Planning/Intelligence Official</b> <b>Reno Penders</b> Cell# [REDACTED] Office # (916) 645-6350	Coordinate and provide support to the Incident Commander (IC). Decide on priority basis what must be done and inform/consult with IC. Monitor, coordinate and support other Crisis Team members, requesting and releasing resources as necessary. Communicate with logistics and liaisons to provide needed resources to the incident site
<b>Back- Up: Cliff DeGraw • Cell# [REDACTED] • Office # (916) 645-6350</b>	
<b>Logistics Chief</b> <b>Audrey Kilpatrick</b> Cell# [REDACTED] Office # (916) 434-7268	Create the district unified command operations center (district office overlook room). Provide, maintain and control selected equipment, supplies, facilities and services required by Incident Command. Evaluate the current size, scope and seriousness of the incident with the Planning/Intelligence Chief and Liaison Official. Maintain a visible chart of resources requested, resources on site, and needs of the incident.
<b>Back- Up: Carrie Carlson • Cell# [REDACTED] • Office # (916) 645-6350</b>	
<b>Liaison Official</b> <b>Scott Pickett</b> Cell# [REDACTED] Office# (916) 645-6350	Evaluate the current size, scope and seriousness of the incident with the Planning/Intelligence Chief and Liaison Official. Maintain ongoing communication with the district office staff and school site administration for updates and unified messaging. Provides human resources to the crisis as needed.
<b>Back- Up: Kathleen Leehane • Cell# [REDACTED] • Office # (916) 645-6350</b>	

ASSIGNMENT	Roles and Responsibilities
<b>Public Information Officer</b> <b>Emma Oehler</b> Cell# [REDACTED] Office # (916) 645-6350	Works in direct collaboration to ensure that messaging is accurate and timely. The officer will stay with the incident command for the entire incident and update the liaison officer with approved messaging. All follow up messaging will go through IC and the public information officer. Officer communicates with the head of the district office, school board, and district admin.
<b>Back- Up: Mike Maul • Cell# [REDACTED] • Office # (916) 645-6350</b>	
<b>Technology Supports</b> Tsugu Furuyama Cell# [REDACTED] Office # (916) 645-5175	Supports all sites by managing and keeping technology working during a crisis. Creates access to outside agencies for critical information sharing.
<b>Back-Up: Kevin Perry • Cell# [REDACTED] • Office # (916) 645-5175</b>	
<b>Crisis Response Team Officer</b> <b>Ellie Martinz</b> Cell # [REDACTED] Office # (916) 645-6350	Gathers critical information and uses district staff to provide emotional support for students, staff, and family after the incident. Connects with outside agencies to provide additional support as needed.
<b>Back-Up: Vincent Hurtado • Cell# [REDACTED] • Office # (916) 645-6350</b>	

## Section Two: Evacuation Information

### **OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES**

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School		
Glen Edwards Middle School		
Creekside Oaks Elementary School		
Carlin C. Coppin Elementary School		
Sheridan School	[REDACTED]	
Phoenix High School/Atlas		
First Street School		
Twelve Bridges Elementary School	[REDACTED]	
Foskett Ranch Elementary School		
Scott M. Leaman Elementary School		
Twelve Bridges Middle School		
Lincoln Crossing Elementary School		
Twelve Bridges High School	[REDACTED]	
District Office		[REDACTED]

## Crisis Evacuation Off-Campus Sites

FROM	TO
Carlin C. Coppin School	[REDACTED]
Creekside Oaks School	[REDACTED]
Sheridan School	[REDACTED]
Glen Edwards Middle School	[REDACTED]
Phoenix High School/ATLAS	[REDACTED]
Lincoln High School	[REDACTED]
First Street School	[REDACTED]
Scott M. Leaman Elementary	[REDACTED]
Twelve Bridges Elementary	[REDACTED]
Foskett Ranch Elementary	[REDACTED]
Twelve Bridge Middle School	[REDACTED]
Lincoln Crossing Elementary	[REDACTED]
Twelve Bridges High School	[REDACTED]
District Office	[REDACTED]



## Section Three: Local Emergency Services

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7800
CALIFORNIA DEPARTMENT OF FORESTRY, FIRE, RESCUE	916-653-4175
AMERICAN RED CROSS	530-673-1460
PLACER COUNTY OFFICE OF EMERGENCY SERVICES	530-886-5300
PLACER COUNTY FIRE EMERGENCY RESPONSE SYSTEMS	530-823-4904
	530-823-2323
CALIFORNIA HIGHWAY PATROL	911 - EMERGENCY 916-663-3344 - Non Emergency
CITY OF LINCOLN	916-434-2400
GEORGE DYKSTRA, BOARD MEMBER	[REDACTED] (cell)
JASON PRICE, BOARD MEMBER	[REDACTED] (cell)
MARJORIE PROFFITT, BOARD MEMBER	[REDACTED] (cell)
CRISTE FREYMOND, BOARD MEMBER	[REDACTED] (cell)
APRIL NITSOS, BOARD MEMBER	[REDACTED] (cell)
GAYLE GARBOLINO-MOJICA, PCOE	[REDACTED]
KFBK	916-929-5325
KAHI	530-885-5636
KXTV (TV10)	916-321-3300
KCRA (TV3)	916-444-7316
KOVR (TV13)	916-374-1301
PG&E	800-743-5000

## Section Four: Incident Reporting & Initial Emergency Procedures



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



**HOLD**

**(In your room or area. Clear the halls.)**

**Students** are trained to:

- Clear the hallways and remain in room or area until the “All Clear” is announced
- Do business as usual

**Teachers** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



**SECURE**

**(Get inside. Lock outside doors.)**

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Teachers** are trained to:

- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

If any emergency occurs when students are not in class (during passing period or at lunch) – Students should return to the last class they attended. This will allow for teachers to use the most accurate attendance to account for students.



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## **LOCKDOWN (Locks, Lights, Out of Sight.)**

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open door

**Teachers** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students using Google doc



## **EVACUATE (To the Determined Location.)**

**Students** are to be trained to:

- Leave stuff behind
- Form a single line
- If possible, bring your phone
- Follow instructions

**Teachers** are trained to:

- Grab roll sheet if possible
- Lead students to evacuation location
- Take roll, account for students and adults
- Green sign – all students accounted for
- Red sign – missing student or students

(SEE PAGE 27 – LIST OF OFF CAMPUS SITES)





**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## **SHELTER (For Hazard Using Safety Strategy)**

Hazards might include:

- Earthquake
- Hazmat
- Tornado

Safety Strategies might include:

- Evacuate to a shelter area
- Seal the room

**Students** are trained in:

- Use appropriate safety strategy for the hazard

**Teachers** are trained in:

- Lead safety strategy
- Take roll, account for students and adults
- Report problems at the evacuation location



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## General School Building Evacuation

### Evacuation Orders:

When notified via bell signal or announcement, all persons on school grounds are expected to exit immediately. Evacuation procedures will be rehearsed. Evacuation orders will include the reason for evacuation, evacuation routes, and the evacuation destinations.

(PE, Custodians, Cafeteria staff and Library Staff will be notified by phone or radio in the event of a drill or procedure taking place)

### EVACUATION FROM SCHOOL BUILDINGS

#### Evacuation of Students and Staff from Buildings:

- Students and staff in the classroom wings/groups will evacuate to the assigned areas for the specific school. Leave stuff behind except phone, if possible, and form a single line.
- Teachers are to take their role sheet, if possible, and lead students to evacuation location. Take role and account for missing students.
- Teachers should be the last one out of their classrooms.
- Teachers will hold a green sign up if all students are accounted for. They will hold up a red sign if the teacher has any students missing or has any problems.
- Teachers are responsible for keeping students orderly.
- The “All Clear” sound will end the emergency or drill.



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## **Response to Fire Alarm Fire Drill:**

A fire drill will be held each month. The fire alarm will be sounded and is a very distinct tone. Upon hearing the alarm, teachers are to evacuate the classroom on the designated path to the evacuation area, which is behind the gym on the basketball courts. Teachers are to take their roll books, turn off their lights, and check attendance when they have arrived at the designated area.

In case of a missing student, it is crucial to let administration know immediately to facilitate a search for the student who is not accounted for.

The teacher is responsible for the orderly manner in which students conduct themselves during the fire drill and in the instruction of such a drill. The "All Clear" will be announced over the PA system.

### **In the Event of a Fire:**

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office. See specific school site procedures.

Call 9 1 1 if safe to do so with specific details of the fire.

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
  - a. Evacuate the classroom
  - b. Walk to the predetermined location
  - c. Wait without talking for instruction from the teacher
3. Upon hearing the fire alarm, the teacher will:
  - a. Secure the emergency bag and emergency list
  - b. Close and lock all doors and windows to the classroom (time and safety permitting)
  - c. Escort students from the room
  - d. Maintain control of students during the evacuation
  - e. Take roll of students once class has arrived at the predetermined location
  - f. Await further direction

4. In the event that the procedure is a drill or the emergency is over, an "All Clear" announcement will be broadcast.



**HOLD**

**SECURE LOCKDOWN**

**EVACUATE**

**SHELTER**



## Response to Earthquake

During the first sign of ground shaking, or during an earthquake drill, students should demonstrate their ability to react immediately and appropriately.

Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

If indoors, students and staff will:

1. Immediately **TAKE COVER** under desks or tables, and **TURN AWAY** from windows, shelves and heavy objects that may fall. If no cover is available, move to an interior wall.
2. Remain in sheltered position for at least 60 seconds
3. Kneel on floor, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.
4. In the library, immediately move away from windows and bookshelves, and take appropriate cover.
5. In laboratories, all burners should be extinguished (if possible), before taking cover. Stay clear of hazardous materials that may spill.
6. Don't use candles, matches, or other open flames during or after the tremor because of possible gas leaks. Douse all fires.
7. Be silent and listen to instructions from teacher.
8. The end of the drill will be announced over the intercom "Earthquake Drill"
9. Teacher decides when to evacuate and leads class as it evacuates the room. Note no alarm is sounded. Follow standard evacuation plan.

If outdoors, students and staff will:

1. Move to an open space, away from buildings and overhead power lines. The greatest danger from falling debris is just outside doorways and close to outer walls. Once in the open, lie down or crouch low to the ground. Stay until the shaking stops.
2. If in a vehicle, stop as quickly as possible, but stay in the vehicle. A car may shake violently on its springs, but it is a good place to stay until the shaking stops. Keep the vehicle away from power lines, bridges, overpasses, or buildings.

- Continued next page -



# Response to Earthquake, con't

## WHAT TO EXPECT DURING AN EARTHQUAKE:

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects wobbling on shelves. Or, you may be jarred first by a violent jolt (similar to a sonic boom). You may also hear a low, and perhaps very loud, rumbling noise. A second or two later, you feel the shaking, and by this time you'll find it very difficult to move from one place to another. It is important to take "quake-safe" action at the first indication of ground shaking. Don't wait until you are certain an earthquake is occurring. As the ground shaking grows stronger, dangers increase. For example:

- Free-standing bookshelves and cabinets are likely to topple. Wall mounted objects, such as clocks and artwork, may shake loose and fly across the room.
- Suspended-ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them.
- Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and sending dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress, especially if you're not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but a little less so if it is anticipated.

## BUILDING EVACUATION PLAN

Building evacuation following an earthquake is imperative due to the possibility of secondary hazards, such as explosions and fires. Follow evacuation plan from page 32.

Through repeated fire drills, your students have demonstrated their ability to exit the building in a quick and orderly manner. Building evacuation following an earthquake should also be quick and orderly.

To emphasize that evacuation takes place **ONLY** after ground shaking ceases, building evacuation should be practiced as an extension of classroom "drop-and-cover" drills.

"Drop-and-cover" procedures should be followed in the event of an after-shock.

To avoid crowding, try to sequentially evacuate the classrooms, if possible.



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



## Response to Threat in Neighborhood

### Secure

- Secure the perimeter of the school – Lock outside gates
- Students should move inside of buildings – P.E. classes should go inside the gym/multi-purpose room and any other outside activities should be moved into the classrooms.
- Take roll and account for all students.
- Increase situational awareness and do business as usual.
- Bathroom visits should be done in pairs.

**Potential Threat: Vicious animal, suspected rabid animal, severe winds, extreme weather, police activity in the area.**



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## Return to Building

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.
2. Announcement will be immediately followed by direction from responsible adults on the yard to walk to class.
3. Teachers will meet students at the exterior door and direct them to assume safety position.
4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)
5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.
6. Immediately commence "Lock Down" procedures. (See next page)
7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## Response to Intruder or Lockdown Alarm Lockdown

To insure the safety of staff and students in the event of an intruder, or any other safety/security reason that would require a campus lockdown (shelter in place), the following plan will be instituted:

1. Call the emergency phone in the office to inform the office of the intruder and which room or area of the campus that has been compromised. Notification to the staff/students will be handled according to either, or both, of the following procedures:
2. The office will either make an announcement over the intercom initiating an intruder alert drill, at which time all teachers/staff will implement "lockdown" procedures.

Procedures:

- All teachers/staff will check outside for any students not in a classroom and bring those students into the nearest classroom.
- Please lock all classroom doors and pull the shades down on the windows. During a drill, administration will verify these actions. Students will move as far away from the windows as possible.
- Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green. If red, teacher will provide a list of absent or extra students.
- If a student is locked out of his/her room and is knocking on the classroom door, please allow the student entry into the classroom.

-Continued on next page-





## Response to Intruder or Lockdown Alarm con't

### Lockdown

- Please make a total student count in case you have students not assigned to your class who are in your room as the results of the drill.
- Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.
- Teachers and Students will conduct instruction as usual, but will not leave building.
- Administration will stay in contact with PE/custodial staff via hand held radio.
- Wait for the "All Clear" announcement or further instructions by the site administrators.

\*\* Substitute Teachers will be contacted by telephone \*\*

\*\* Students will be taught not to open the door at any time \*\*



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## Response to Potential Threat: Riot, Civil Disorder, Threatening Individual(s)

### Intruder/Lockdown Drill in Office

- If a threatening individual enters the office, the office will either make an announcement over the intercom initiating an intruder alert drill, at which time all teachers/staff will implement “lockdown” procedures. Whichever part of the office is not under threat will implement the lockdown procedures.
- Follow **lockdown procedures**.
- Depending on the location of the threat – the person on the opposite side of the office will initiate the school into lockdown and notify emergency personnel.
- Office threat, Principal will notify – Main Secretary will be backup. Larger offices may necessitate additional designated staff for notification.
- Attendance Clerk or Other Designated Office Staff will also be trained to initiate lockdown and notify emergency personnel.



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## Response to Potentially Explosive Devices/ Bomb Threat

Should a bomb threat be received or a suspicious object be identified, law enforcement and WPUSD management are to be notified immediately. Evacuate the building or areas affected.

### **Bomb Threat Protocol:**

- Person who receives bomb threat via phone, email, etc. will utilize standard check list to obtain as much information as possible (see attached template).
- Consult with school admin and notify LPD immediately to determine if threat is a valid one.
- Evacuate EVERYONE to designated on-site area. If threat warrants, consider off-site evacuation (see page 27 – list of off campus sites).
- Students SHALL leave all backpacks, purses, and cell phones behind in the classroom.
- If requested by school or district admin, LPD may accompany admin or staff to conduct a JOINT search (NOTE: The reason behind this is that admin/staff are more equipped to determine what is suspicious or out of place and they know that campus better).

\*\*\* NO ONE should be permitted to touch, handle, or move the suspicious object.

## BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on this page.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, do not hang up, but from a different phone, contact police immediately and await instructions.

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

### DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm
- Touch or move a suspicious package

## WHO TO CONTACT

Follow your local guidelines

## BOMB THREAT CHECKLIST

Date:  Time:

Time Caller  Phone Number Where

Hung Up:  Call Received:

### Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

### Information About Caller:

- Where is the caller located? (Background and level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like?  
\_\_\_\_\_

#### Caller's Voice

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

#### Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office Machinery
- Factory Machinery
- Local
- Long Distance

#### Threat Language:

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

Other Information: \_\_\_\_\_

\_\_\_\_\_



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



## Off Campus Evacuation Plan

(SEE PAGE 27 – LIST OF OFF CAMPUS SITES)

The decision to evacuate the campus will be made by the Incident Commander subsequent to evacuation of all school buildings and analysis of the threat to the health and safety of personnel.

Once all personnel are lined up at assigned locations on the school playgrounds, and all children and adults are accounted for, the order to evacuate the campus will be given. Personnel will walk via pre-designated routes, to either designated site via the walking path or alternate site.

Students will be formed into one or two columns. All personnel will move safely to the designated evacuation site. One teacher will position him/herself at the head of the column(s) while in route.

Teachers may coordinate supervision using an assigned “Buddy Classes” system. If used, students will be formed into two columns, one classroom per column. All personnel will move, two columns abreast, safely to the designated evacuation site. One teacher will position him/herself at the head of the columns, one at the rear while in route.

Once the evacuation site is reached, teachers, with assistance from other school employees, will be responsible for keeping their students together, quiet, and comfortable.

A Command Post will be established. A perimeter will be established, inside which all students will remain. No student will be released from the perimeter unless it is to the child’s legal parent or guardian – or other adult designated by the parent or guardian on the student’s official Emergency Card.

After students and staff are safely evacuated to the designated evacuation site and law enforcement deem safe, teachers and staff will begin the reunification process. Designated staff will set up a reunification “Check In” area based on the first letter of the student’s last name.

Ongoing information and instructions will come from the Incident Management Team.



**HOLD**



**SECURE**



**LOCKDOWN**



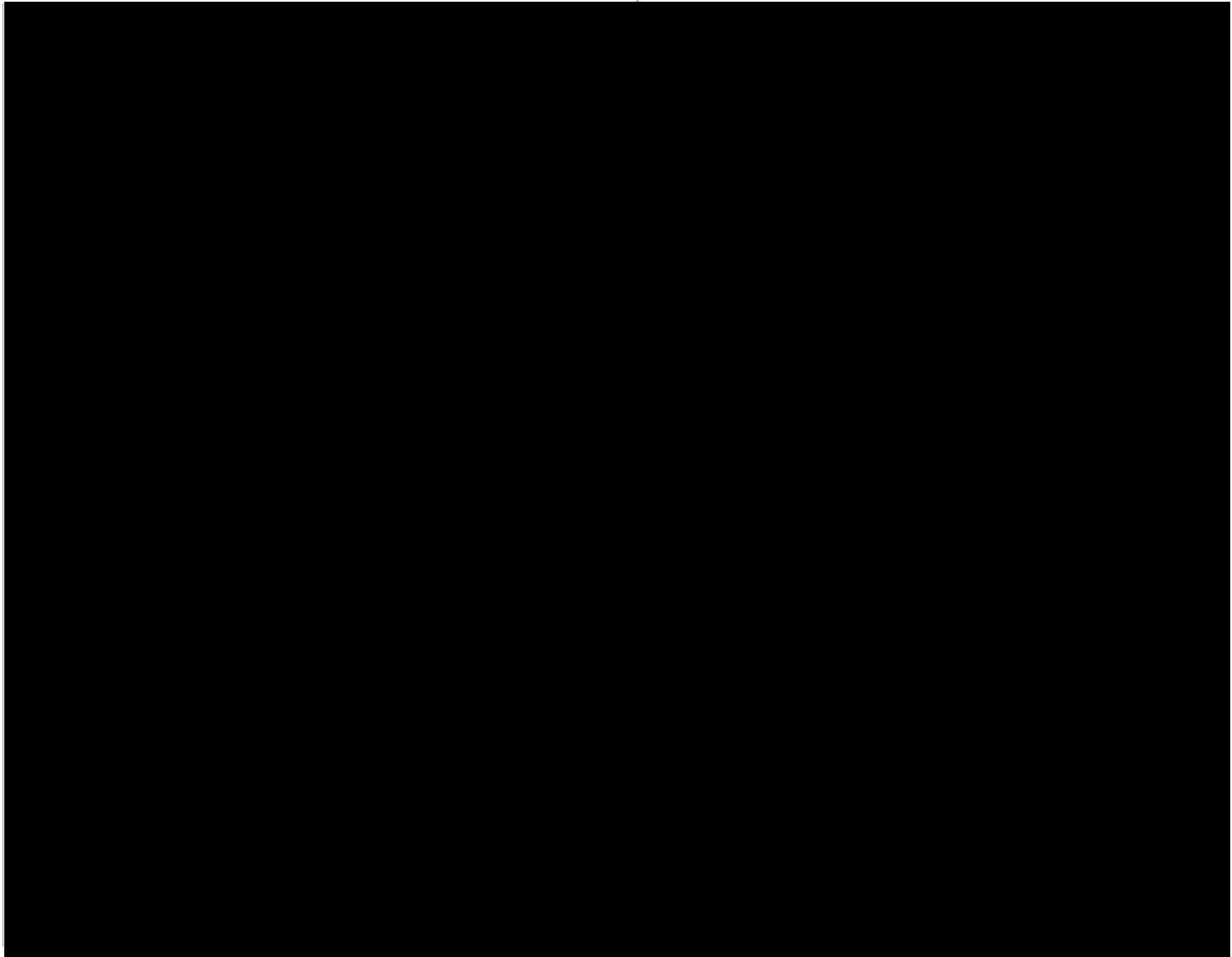
**EVACUATE**

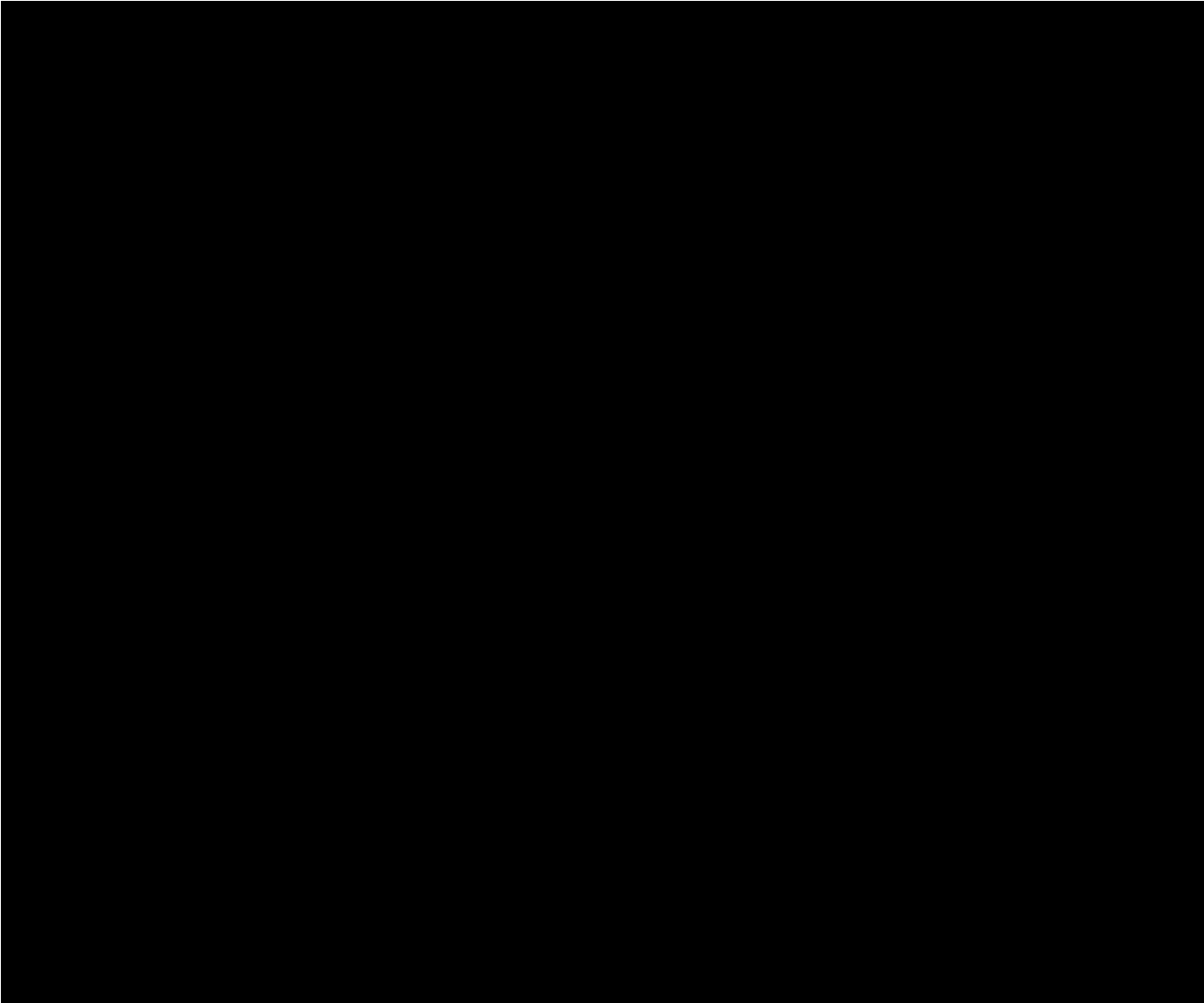


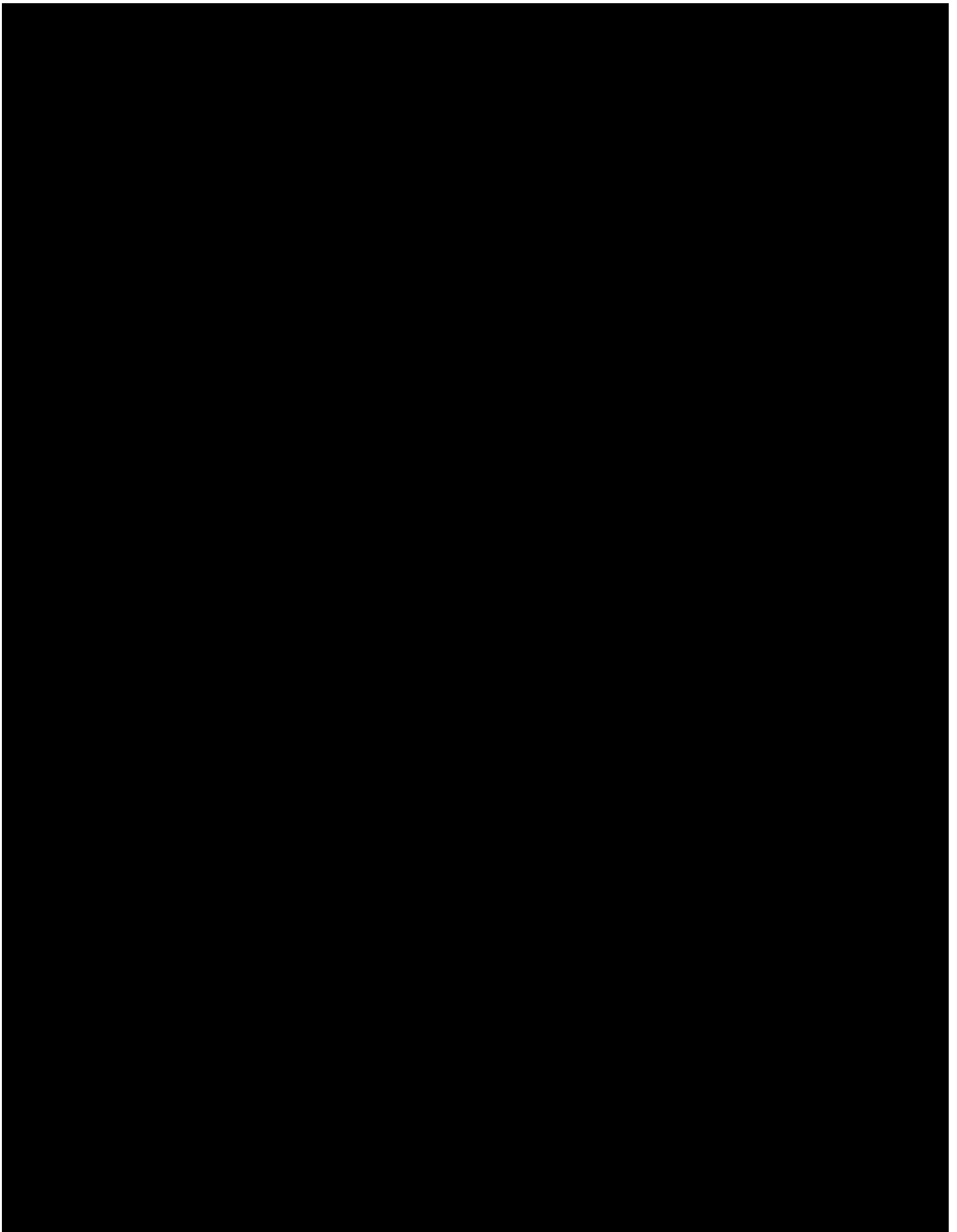
**SHELTER**



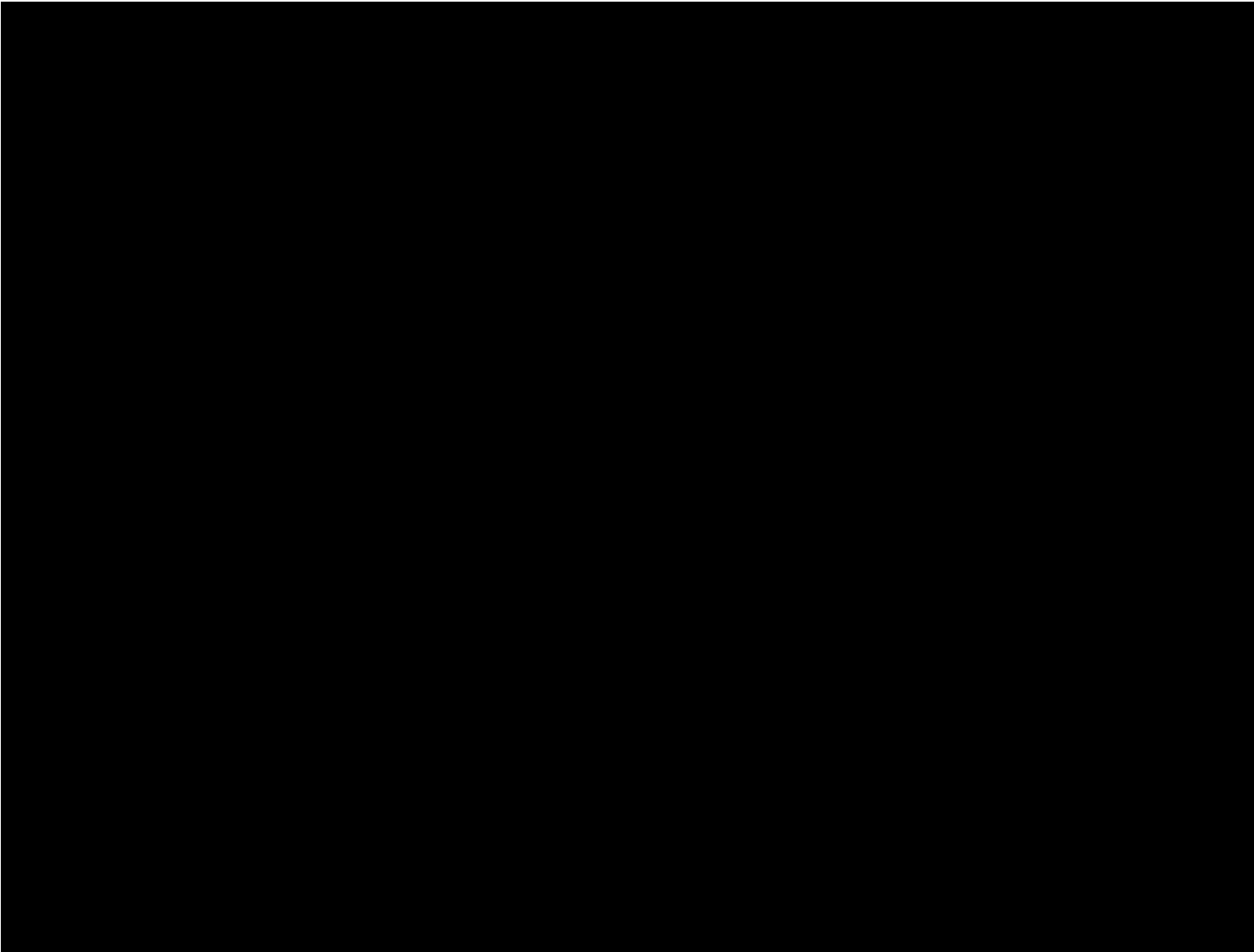
**Insert Evacuation Map**

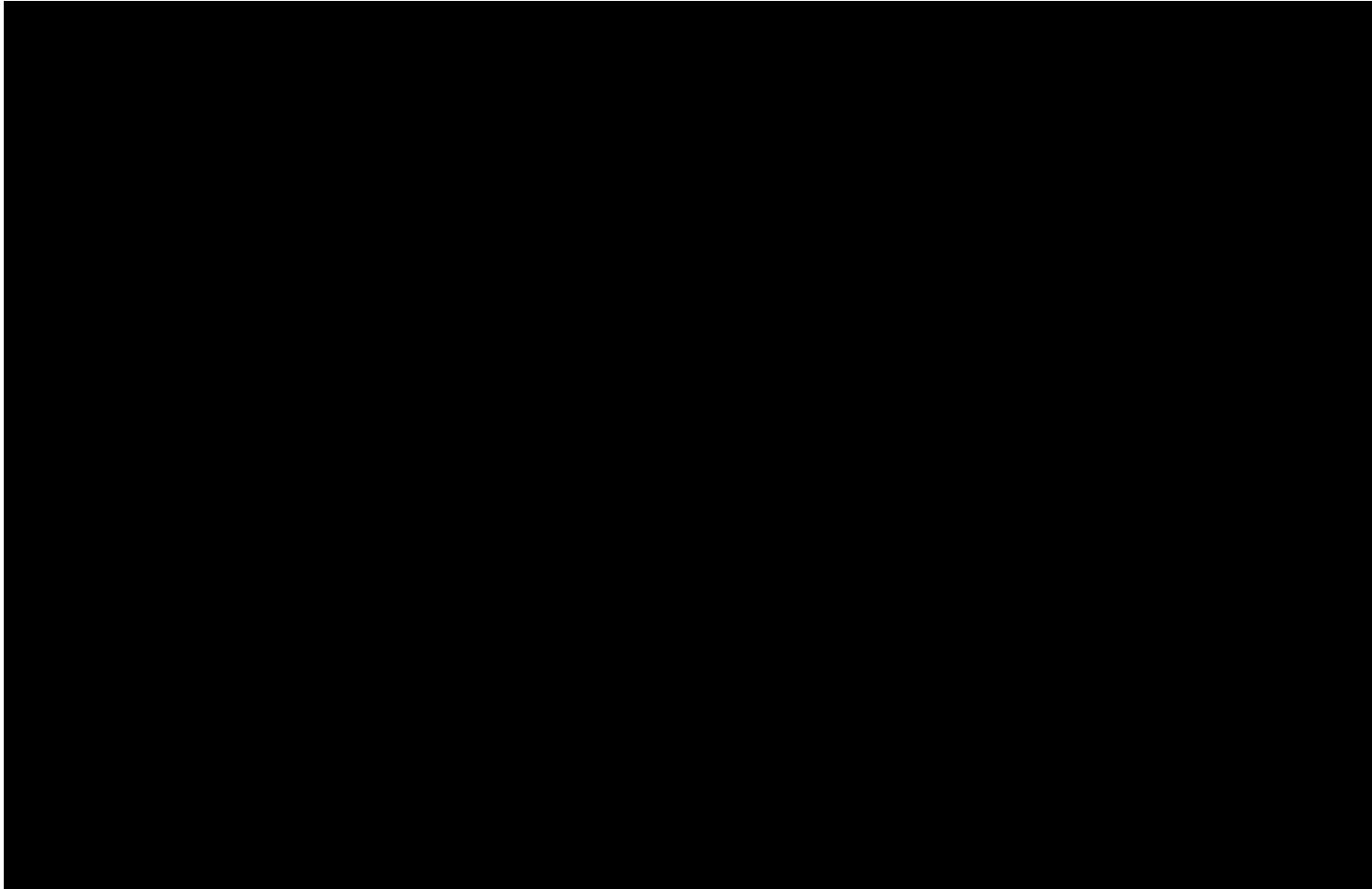




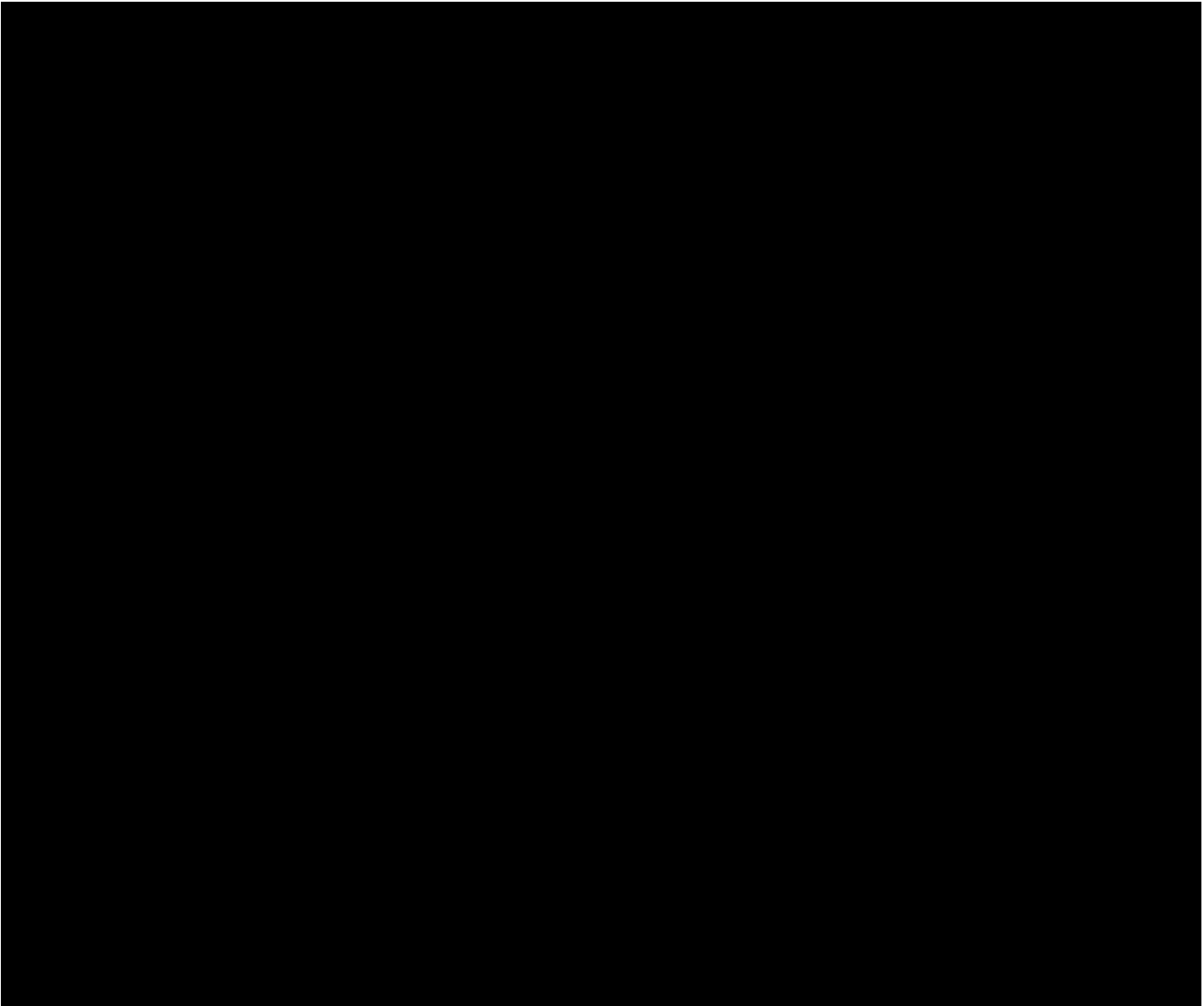








**2022-2023 TEACHERS WITH INSTRUCTIONAL AIDES**



Safety Checklist:

Do you have:

- Safety clipboard with name on the back
  - Red (not OK) and green (OK) placard to display during drill/emergency
  - Standard Response Protocols (SRP) from the "I Love You Guys" Foundation
  - Evacuation Maps to Stadium and Softball Field
- Lanyard and badge holder with school ID and SRP card (to be worn everyday)
- Safety bucket
- Safety vest
- Bleed Kit

Do you recall how to use the Bleed Kit?

Do you know how to use the Barracuda lock?

Safety Checklist:

Do you have:

- Safety clipboard with name on the back
  - Red (not OK) and green (OK) placard to display during drill/emergency
  - Standard Response Protocols (SRP) from the "I Love You Guys" Foundation
  - Evacuation Maps to Stadium and Softball Field
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  - Standard Response Protocols (SRP) from the "I Love You Guys" Foundation
  - Evacuation Maps to Stadium and Softball Field
- Lanyard and badge holder with school ID and SRP card (to be worn everyday)
- Safety bucket
- Safety vest
- Bleed Kit

Do you recall how to use the Bleed Kit?

Do you know how to use the Barracuda lock?

# Incident Reporting & Initial Emergency Procedures

In the event of the following:

## **Stranger on campus**

- Notify the office using available systems (cell phone, campus phone #200, radio)
- Provide a description of the individual

## **Individual with firearm-adult or student**

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- **Follow Lockdown procedures – Keep doors closed and locked at all times**
- Notify the office using available systems (cell phone, campus phone #200, radio)
- Account for all children
- Provide a description of the suspect

## **Attempted kidnapping**

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- **Follow Lockdown procedures – Keep doors closed and locked at all times**
- Notify the office using available systems (cell phone, campus phone #200, radio)
- Account for all children
- Provide a description of the suspect

## **Serious Injury**

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio)
- Activate the Emergency Monitoring Systems/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

## **Death of Student (Off Campus)**

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from the district psychological support personnel
- Moderate student discussions using script provide by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom
- Contact Crisis Response Team for additional support

## **Death of Student (On Campus)**

- Remove students from scene by sending them to a neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring Systems/call 911
- Remain with victim until relieved by administrative personnel, police, or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed, moderate student discussion using script provided by support personnel
- Contact Crisis Response Team for additional support

### **Death of Employee**

- Follow same procedure as Death of Student

### **Fire**

- Notify office using fire pull stations or by available systems
- **Follow Evacuation procedures – Evacuate the building**
- Call 911 if safe to do so with specific information

### **Earthquake**

- Begin duck, cover, and hold process
- **Follow Evacuate procedures, Evacuate the building**

### **Rumors of Trauma, Injury, Accident, or Death**

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel
- Contact Crisis Response Team for additional support

### **Altercation between Adults**

- Remove students from immediate area
- Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio)
- Notify 911 depending on the seriousness of the situation

### **Mountain Lion or Other Major Animal Predator**

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio)

### **Violent Student**

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio)

### **Student Behavior Crisis**

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio)
- Commence procedures outlined in individual student behavior plan, if available, or
- Rely upon office or designee for next steps

### **Student Seizure (Medical)**

- Be aware of procedures associate with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief – if needed, support personnel from site/district will be available

# Student Sign Out Sheet

	Student Name (Last, First)	Signature of Parent/Guardian	Date	Time
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL \_\_\_\_\_

DATE \_\_\_\_\_

TIME \_\_\_\_\_

# Section Five: Other Resources

## Child Abuse Reporting

Child Abuse Prevention and Reporting (AR 5141.4)  
Reporting Procedures

### 1. Initial Telephone Report

Immediately, or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department, if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

CSOC/ACCESS

1000 Sunset Blvd., Rocklin CA 95765  
(916) 784-6400

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### 2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall then prepare, and either send, fax, or electronically submit to the appropriate agency, a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167). Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166). He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### 4. Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a



report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adultschool employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

- a. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- b. The selected person shall not participate in the interview.
- c. The selected person shall not discuss the facts or circumstances of the case with the child.
- d. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

5. Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906). Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

6. Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Use of School Facilities by Public Agencies for Mass Care and Welfare Shelters during an Emergency (BP/AR 1330)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code [32282](#))

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

# Discrimination and Harassment Policy

(BP/AR 5145.3)

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complaint complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

## Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

## Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

When any verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

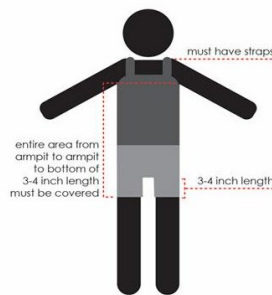
The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

# School Dress Code Policy

## Lincoln High School:

In collaboration with parents, students, staff and faculty, LHS remains committed to preparing our students for leadership and professional roles. Therefore, every student and staff should wear appropriate attire to school everyday. Guidelines for appropriate dress include the following:

- Clothing that degrades religion, race, or sexual orientation and clothing that promotes alcohol, drug use, violence, offensive language, or gang references is prohibited
- Undergarments must not be visible; pants must be worn at the waist
- Clothing can not be transparent (sheer) unless it is worn in combination with other garments that are not transparent
- Tops must have straps, must sit below the belly button and not expose the back
- All bottoms must adequately cover the student's body while sitting, standing or in motion.
- Skirts, shorts or other articles of clothing must cover undergarments
- Per Board Policy teachers may require that students remove hats, caps, sunglasses, or other headgear in the classroom. No hoods may be worn in the classroom.



credit: image from multiple school system policies online; origin information of image is not available

Students who violate this dress code will be directed to appropriate staff to change their clothing.

## Twelve Bridges High School:

In collaboration with parents, students, staff, and faculty, TBH remains committed to preparing our students for leadership and professional roles. Therefore, every student and staff should wear appropriate attire to school every day. Guidelines for appropriate dress include the following:

- Clothing that degrades religion, race, or sexual orientation and clothing that promotes alcohol, drug use, violence, offensive language, or gang references is prohibited.
- Undergarments must not be visible; pants must be worn at the waist.
- Clothing may not be transparent (sheer) unless it is worn in combination with other garments that are not transparent.
- Bottoms of tops must be below the belly button and not expose the back.
- All bottoms must adequately cover the student's body while sitting, standing, or in motion.
- Skirts, shorts, or other articles of clothing must cover undergarments.
- Per Board Policy, teachers may require that students remove hats, caps, sunglasses, or other headgear in the classroom. No hoods may be worn in the classroom.
- Earbuds and headphones may not be worn in class without direct permission from teacher.

Students who violate this dress code will be directed to appropriate staff to change their clothing.

### Phoenix High School:

Each student must come to school appropriately dressed and attire should not create a disruption to the classroom or program.

- No hats or head coverings, including hooded sweatshirts will be allowed in the classroom.
- Blatant wearing of gang-related attire, including colors and insignias, will not be tolerated.
- No drug/alcohol/tobacco images/advertisements, profanity, or sexually explicit attire is allowed.

Students dressed inappropriately will be required to change their clothing or will be sent home for defiance.

Repeated acts of defiance will result in suspension from school. The school loans t-shirts if a student is unable to find acceptable clothing or cannot reach a parent to request a change of clothes.

Education code 48900(m) prohibits bandanas of any color and “do rags” as well as gang related attire. Tagging type markings are not permitted on clothing, backpacks, or school supplies.

- Each student should come to school neatly and cleanly dressed and groomed.
- Students are NOT permitted to wear clothing that is mutilated, immodest, or excessively revealing. This includes backless tops, bare midriff tops, off-the-shoulder tops, see-through tops, tube-tops, excessively short skirts/shorts.
- Headbands of any type or color are not allowed.
- Shoes are to be worn at all times.
- Hats or head coverings, including sweatshirt hoods, are not to be worn within any school building.
- Underwear is not to be visible.
- No bedtime attire – this includes pajamas, nightgowns, robes, and slippers
- Spiky adornments are not allowed.
- Wallet chains can be no longer than 18 inches.
- Clothing shall not display inappropriate gestures, language, violence, sexual innuendos, drug or alcohol advertisement or content.
- Artwork or lettering on clothing may not promote/advertise illegal activities or display profanity.
- Tattoos that promote/advertise illegal activities, display profanity, gang affiliation, drugs or alcohol may not be visible at any time.
- No apparel, jewelry, wristbands, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, or trademark, or any other attribute, denotes membership in a group or gang, or which advocates drug use, sexual content or disruptive behavior is allowed.

Per District Policy – Hats are not to be worn indoors. Sweatshirts with hoods may be worn, but the hoods must be completely off the student’s head.

### Glen Edwards Middle School

The purpose of the Dress Code is to prevent disruption of the learning environment and minimize the distraction of other students. Students wearing clothing that is inappropriate based on the listed criteria will be subject to disciplinary action:

1. Clothing or accessories that have reference to sex, objectify women (i.e. Fatal shirts), drugs, tobacco, alcohol, weapons, violence, or gang activity may NOT be worn.
2. Sagging pants/shorts larger than one size are not permitted.
3. Gang-associated dress or accessories may NOT be worn.
4. Clothing must completely cover all underwear, bra straps, and cleavage. Sheer items that show any undergarments are also not permitted. Sports bras are still considered underwear.
5. Strapless tops, spaghetti straps, or other straps less than 2” wide, low-cut tops, and clothing that show bare midriffs may NOT be worn.
6. Shorts and dresses must measure to the end of the fingers.
7. Frayed holes in jeans must be below the end of the fingers.
8. No racerback tops allowed.
9. Pajamas may NOT be worn.
10. Shoes must be worn on school grounds at all times. Slippers are only allowed during designated Spirit days.

11. Hoods must be removed when inside buildings.
12. Jewelry that is deemed offensive or unsafe (sharp edges, spiked tips, etc.) to either the wearer or other students is not allowed and must be removed or safely covered when asked.
13. No headwear allowed except those sold by GEMS or LHS.

The administration reserves the right to decide the appropriateness of the student's attire and to review and change the dress code to ensure a productive and safe learning environment as necessary. If a student's articles of clothing, jewelry, or accessories violate the dress code or in some other way cause disruption to the learning environment, they will be asked to change into a school loaner outfit for the remainder of the day (or until suitable clothes arrive from home). Repeated offenses will result in the following disciplinary action:

- 1<sup>st</sup> Offense – Student is sent up to the office to change into loaner, and clothes are returned to the students at the end of the school day.
- 2<sup>nd</sup> Offense – Student up to the office to change into loaner, parents are notified, clothes are returned to student at the end of the school day, and an Administrative Lunch Detention is assigned.
- 3<sup>rd</sup> Offense – Same as above, but a referral is assigned (consequence depends on prior offenses).

#### Twelve Bridges Middle School:

The purpose of the Twelve Bridges Middle School Dress Code is to set a tone of academic and behavioral excellence for our students. Adhering to the TBMS Dress Code helps promote the safety of our students and fosters a positive learning environment on our campus. The expectation of the administration and staff is that each student will follow the dress code during school hours, athletic events, field trips, activity days, dances, assemblies, and performances. The dress code applies to ALL students. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Students in violation of the dress code will be required to change into their PE clothes, will be lent a clean appropriate clothing item or will call home for a change of clothes. In addition, a violation of the dress code may result in a school detention and repeat violations of the dress code may result in an Administrative Referral and or suspension.

1. Shoes must be worn at all times.
2. Clothing must not expose buttocks, cleavage, midsection or underclothing at any time.
3. Clothing must completely cover all underwear and bra straps, including bralettes.
4. Strapless tops, low-cut tops, and clothing that shows bare midriffs (**any part of the stomach**) may not be worn.
5. Off the shoulder shirts are not allowed.
6. Body piercings, deemed a distraction by the administration, are not allowed.
7. Students shall NOT wear articles of clothing, jewelry or accessories that promote or represent references to alcohol, drugs, gangs, violence, bigotry or sexual connotation. Clothing, jewelry, or accessories that might disrupt school activities or could pose a threat to the physical well-being or safety of students or others is strictly prohibited.
8. Hats may be worn at school, but must be worn facing front. Hats may not be worn to the side, sideways or backwards at any time. Teacher discretion will be used for wearing hats inside the classroom.
10. Pajamas are not to be worn to school unless it is designated spirit day.
11. Flags or capes (including blankets) are not permitted on campus unless related to a designated spirit day.
12. Clothing deemed inappropriate by administration will not be allowed.

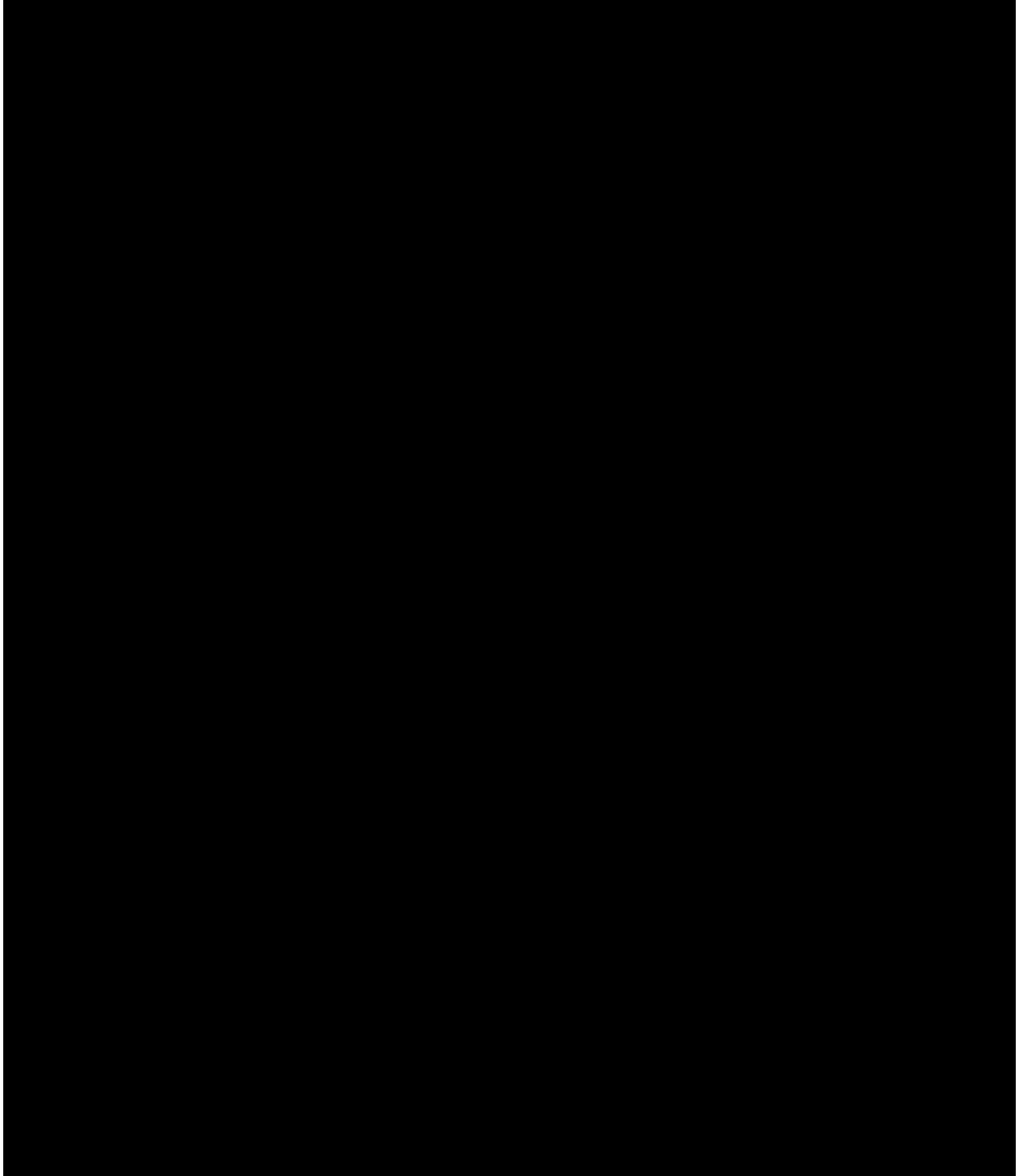
All other school sites do not have a formal School Dress Code Policy.

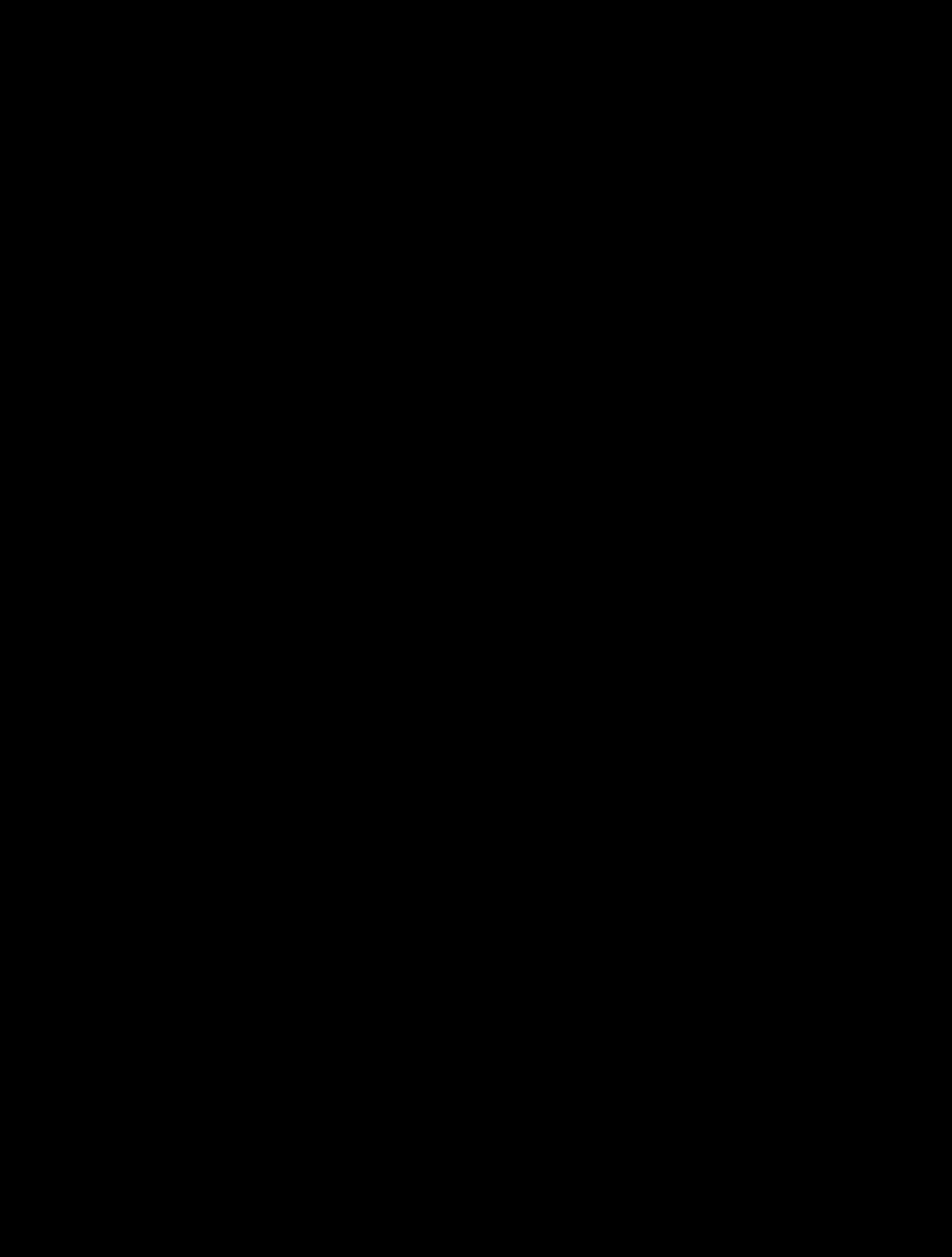
# Section Six: Site Personnel Information

## LINCOLN HIGH SCHOOL PHONE TREE 2022-2023

IF YOU ARE UNABLE TO REACH THE PERSON BELOW YOUR NAME, PLEASE CALL THE NEXT NAME

Teachers, if you have an I.A. please also call them.







# Section Seven: Site/DO Safe School Plan Data/Goals

Lincoln High School  
Comprehensive Safe School Plan  
2022 - 2023



<b>PLAN DEVELOPED BY:</b>	<b>TITLE:</b>
Jennifer Hladun	Principal
Victoria Eutsey	Assistant Principal
John Kovach	Assistant Principal/Parent
Laura Estes	Assistant Principal
Misty Alarcon	Counselor/Parent
Bob Pierce	Teacher/Parent
Mary MacQueen	Activities Director
Wendi Pineschi	Assistant Principals' Secretary
Charlene Emerson	Counselors' Secretary
Desra Perez	Principal's Secretary
Leonardo Mariscal	Custodian
Jenny Hancock	Site Council President/Parent
Bill Villanueva	Certificated Staff
Edyn Waage	ASB President/Student
Officer Wes Collins	School Resource Officer

Lincoln High School  
Comprehensive Safe School Plan  
2022-2023

**SAFE SCHOOL PLAN COMMITTEE - APPROVAL**

Jennifer Hladun	Principal	_____ Date _____
Victoria Eutsey	Assistant Principal	_____ Date _____
John Kovach	Assistant Principal/Parent	_____ Date _____
Laura Estes	Assistant Principal	_____ Date _____
Misty Alarcon	Counselor/Parent	_____ Date _____
Bob Pierce	Teacher/Parent	_____ Date _____
Mary MacQueen	Activities Director	_____ Date _____
Wendi Pineschi	Assistant Principals' Secretary	_____ Date _____
Charlene Emerson	Counselors' Secretary	_____ Date _____
Desra Perez Principal	Secretary	_____ Date _____
Leonardo Mariscal	Custodian	_____ Date _____
Jenny Hancock	Site Council President/Parent	_____ Date _____
Bill Villanueva	Teacher	_____ Date _____
Edyn Waage	ASB President/Student	_____ Date _____
Officer Wes Collins	School Resource Officer	_____ Date _____

- During the '17-'18 school year, the number of suspensions drastically reduced due to the use of practices included in the Restorative Justice program as an alternate means of correction. Consequences in lieu of days of suspension included Saturday School as well as the Substance Abuse Program.
- For the 2018-2019 school year, Lincoln High School's suspensions increased, largely due to the high number of suspensions for vaping. There were 102 students suspended, totaling 132 suspensions throughout the year (23 students were suspended 2 times or more). Vaping, the major factor in the great increase of suspensions, accounted for 40 suspensions for possession of use of a tobacco product and approximately 30 suspensions for possession or use of a controlled substance. Due to the problems associated with vaping, Principal Michael Maul invested Lincoln High School's site funds to purchase vape detector for the restrooms, a common location where the students used the vaping products.
- For the 2018-2019 school year, 3 of the 4 students expelled were students who violated their previous suspended stipulated expulsion agreement. Efforts had been made to provide these students with interventions; however, the students were suspended again, resulting in violations of their suspended stipulated expulsion agreements.
- For the 2019-2020 school year, COVID restrictions closed the school on March 16, 2020. Students completed the fourth quarter of the school year through distance learning; consequently, there was a decrease in the number of suspensions and expulsions due to the shortened school year.
- For the 2020-2021 school year, all of the students were at home from August through the beginning of October. In October, approximately 50% of the students returned to in-person learning, while the other half remained at home on InterConnect (Distance Learning). Furthermore, the school hours were reduced to 4½ hours from 8 am to 12:30 pm. For all of these reasons, the number of suspensions reduced by 49.5% from 107 to 54. There were two expulsions during the 2020-2021 school year, both of which were suspended stipulated expulsions for recurrent drug related offenses.
- In the 2021-2022 school year, the return to normalcy after COVID brought many behavioral challenges, as evidenced by the 139 suspensions and 8 expulsions. All of the 1618 students were back to in person learning, with half of the students not attending in person for the last 17 months from March, 2020 through August, 2021.

#### Conclusions from Parent, Teacher, and Student Input:

- In my experiences as a teacher and a parent of three Lincoln High School graduates, I feel the school and especially the staff provide a safe, caring, and supportive environment for all students. The school is in a safe neighborhood with rules and expectations in place and followed. When there is concern for the safety of the students, it is handled with immediacy. Students feel comfortable seeking help and support they may need in matters of their own emotional and physical well-being. Bill Villanueva, Teacher.
- As a teacher and parent of a student here at Lincoln High School, I feel very confident in the training of students and staff to handle emergency situations. With the inclusion of the Alertus program, LHS has really stepped up its game. I hope we never have to deal with an emergency event, but the Administration and Staff are well prepared in the event something does come our way. Bob Pierce Bob Pierce, Teacher and Parent
- Public School Safety is a commonly debated issue amongst students all around the globe. Luckily for students at LHS, including myself, we feel our school is taking the right measures to

Lincoln High School  
Comprehensive Safe School Plan  
2022-2023

**STUDENT DATA SUMMARY**

School Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Enrollment	141	141	142	150	160	185	187	196	203	207	212	161
	1	4	4	6	7	8	5	9	5	4	1	8
Suspensions	150	148	189	285	214	167	123	66	137	107	54	139
Expulsions	4	12	10	9	4	7	13	2	4	1	2	8

Conclusions from Data:

- The LHS administration does not tolerate repeated drug related offenses. If a student is suspended for a drug related offense (48900 C, D, J, P or 48915 C.3), the administration considers a recommendation for expulsion. If the student is not recommended for expulsion on the first offense, the administration informs the student and the parent that the administration will strongly consider a recommendation for expulsion for the subsequent drug related offense throughout high school.
- The WPUSD Board Policy changed in 2009 to recommend a student for expulsion after they have accrued more than ten days to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.
- The increase in number of expulsions in '11-'12 can be attributed to the 6 expulsions at the beginning of the '11-'12 school year for the Wheatland vandalism.
- The number of suspensions in the '12-'13 school year greatly increased is due to the number of students who were suspended because of excessive tardies based on our new tardy policy.
- With the implementation of the new truancy policy in the '13-'14 school year, the number of suspensions increased due to students being suspended for excessive unexcused absences as well as excessive tardies.
- The number of suspensions in the '13-'14 school year also increased due to the number of students who were suspended because of excessive detention no-shows based on our revised detention policy.
- In the '16-'17 school year, school administration revised the discipline policy to include the consequence of Saturday School as an alternative to suspension when students receive consequences for excessive detention no shows, tardies, cuts, or referrals. Thus, the number of suspensions in the '16-'17 school year greatly reduced as a result of the addition of Saturday School.
- During the '16-'17 school year, the number of expulsions increased for one of two reasons: 1) other repeated means of correction for students with repeated suspensions have repeated failed to bring proper conduct, or 2) due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student and others. Of the 13 students expelled in the '16-'17 school year, 7 of the students returned to Lincoln High School on a suspended stipulated suspension with strict guidelines included in their behavior contract.

make sure our campus is prepared and safe if an emergency were to occur. Being one person with my own opinions, I thought it would be best to put out a survey and see how my peers felt our school handled this issue. What I learned is that many people like the new policies and think they do their job. By keeping our doors and windows shut, we are one step ahead at all times. We have had many drills and know what to do when the alarms sound. Some people were just a little overwhelmed knowing this is our new reality. I think overall that as a school we are all still trying to navigate this new system. Sadly, the fact that some of these issues have been so normalized sends some people into a panic, but at LHS we pride ourselves on community and knowing we have each other's backs and will be prepared together by enforcing these new policies. Edyn Waage, Student and ASB President

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**AREAS OF STRENGTH**

- Six year WASC Accreditation in the spring of 2021
- Career Technical Education Pathways
  - ✓ Agricultural Mechanics – Welding
  - ✓ Video Game Art & Design
  - ✓ Engineering
  - ✓ Sustainable Agriculture
  - ✓ Animal Science
  - ✓ Agricultural Business
  - ✓ Floral Design
  - ✓ Ceramics
  - ✓ Building and Construction Trades
  - ✓ CNC Operator Apprenticeship
- Academic Support
  - ✓ STRIPES (through '19-'20 school year)
  - ✓ Advisory (initiated '20-'21 school year and continued for '21-'22 school year)
  - ✓ Intervention (initiated '22-'23 school year)
  - ✓ Before School and After School Tutoring
- AP and Honors Programs
  - ✓ AP Seminar (added for the '22-'23 school year)
  - ✓ AP Precalculus (to be added for the '23-'24 school year)
- School Culture
  - ✓ Academics and AVID
  - ✓ Arts
  - ✓ Athletics (Lacrosse added for the '22-'23 school year)
  - ✓ Extra-Curricular Activities
  - ✓ YDI
  - ✓ Value Teams
- AG Incentive Grant

**OPPORTUNITIES FOR GROWTH**

- Continue to collaborate through Professional Learning Communities
- Increase student achievement and decrease the number of D's and F's
  - ✓ Form an MTSS Team to analyze performance data and implement interventions
  - ✓ Focus on supporting the freshman by providing planners to all freshmen and students on IEP
- Provide increased mental health supports through the Wellness Center (created in the '22-'23 school year)
- Accommodate changing enrollment and maintain/upgrade facilities

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**ENSURING A SAFE AND ORDERLY ENVIRONMENT**

Component I: People and Programs
Goal #1: To establish and maintain a positive and safe learning environment in which students feel safe and experience academic success.
Objectives:
<ul style="list-style-type: none"> <li>• Provide a rigorous academic learning environment</li> <li>• Ensure a safe and orderly environment</li> </ul>
<p>1) Establish and maintain high and consistent standards for achievement</p> <ul style="list-style-type: none"> <li>• Teachers review curriculum, revise pacing guides and assessments, and attend workshops to ensure alignment to Common Core State Standards and Next Generation Science Standards. <ul style="list-style-type: none"> <li>✓ Adopted Carnegie Learning Math Curriculum in May of 2014</li> <li>✓ Implemented Integrated Math I to replace Algebra I in '14-'15 school year</li> <li>✓ Implemented Integrated Math II to replace Geometry in '15-'16 school year</li> <li>✓ Implemented Integrated Math III to replace Algebra II in '16-'17 school year</li> <li>✓ Adopted and implemented new curriculum for Spanish 1, 2, and 3</li> <li>✓ Adopted and implemented the MBER curriculum for Biology in the '17-'18 school year</li> <li>✓ Adopted and implemented new curriculum for Spanish for Native Speakers in '17-'18 school year</li> <li>✓ Adopted and implemented new curriculum for Advanced Spanish for Native Speakers in '18-'19 school year</li> <li>✓ Adopted and implemented new TCI curriculum for Geography, World Studies, US History, Government, and Economics in '20-'21 school year</li> <li>✓ Adopted and implemented new Reveal curriculum for Math 1, 2, 3 in '21-'22 school year</li> <li>✓ Added AP Seminar to replace Honors English 10 in the '22-'23 school year</li> <li>✓ Working on replacing Precalculus with AP Precalculus in the '23-'24 school year</li> <li>✓ Working on creating a Digital Communications Pathway for the '23-'24 school year</li> </ul> </li> <li>• Teachers participate in Professional Learning Communities and work to create, review, or revise the following: <ul style="list-style-type: none"> <li>✓ Norms</li> <li>✓ Pacing guides</li> <li>✓ Essential standards aligned to the Common Core Standards</li> <li>✓ Common formative and summative assessments</li> <li>✓ Data analysis</li> </ul> </li> <li>• The LHS Administration, along with administration from all WPUSD schools, participated in PLC Training from Solution Tree with the goal of increasing our effectiveness at working together as a team to deliver a guaranteed viable instruction and make data driven decisions with the goal of improving student achievement.</li> </ul>
<p>2) Maintain an atmosphere which enables students to achieve</p> <ul style="list-style-type: none"> <li>• Achievement by students and staff is recognized through athletic banquets, LHS Live, Zebra Tales school newspaper, Principal's emails, staff meetings, school bulletin, Schoology posts, social media posts, assemblies/rallies, and prize drawings for students' Zebra Pride passes</li> </ul>

and staff recognition.

- Administration, teachers, and staff enforce school and classroom policies.
- Over 25 teachers attended the initial Youth Development Institute Training in August of 2015. YDI trainings continued in the summers of 2016, 2017, 2018, 2019, and 2022. One of the outcomes of the training is the creation of the “Z Be Team”, which provides collaborative staff activities and staff recognition to increase staff cohesiveness and morale.
- The Leadership Committee meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC’s are shared, key issues are addressed, and the school’s vision is reviewed.
- The tardy policy which was implemented in the ‘12-’13 school year was revised for the ‘13-’14 school year due to the new 8 period semester schedule. The tardy was again reviewed and revised for the ‘14-’15 school year based on data analysis. In an effort to reduce the number of tardies, the tardy policy was again revised for the ‘15-’16 school year. When a student reaches 15 or more tardies, the student loses their lunch pass and dance privileges.
- The new truancy policy was implemented at the beginning of the ‘13-’14 school year. Due to changes with the SAM and SARB process at PCOE, the truancy policy was revised for the ‘14-’15 school year.
- In fall of 2015, Assistant Principal attended Restorative Justice training.
- Because of the addition of Saturday School, the tardy policy and truancy policy were revised for the ‘16-’17 school year.
- Addition of new staff members added to allow for growth. Additional positions in ‘15-’16 school year included office clerk, CTE counselor, school psychologist, AG/CTE teacher, science teacher, Spanish teacher, English teacher, 2 math teachers, 2 special education teachers, credit recovery teacher, and 2 instructional assistants. For the ‘16-’17, additional positions included Assistant Principal, Social Science/English teacher, College/Career Specialist, Science/Math teacher. Special Education teacher, Library Assistant, and Health Clerk. For the ‘17-’18 school year, additional positions included a new Art teacher; Arts & Animation, Video Production, and Photography teacher; and new Special Education teacher for the Adult program. In the ‘18-’19 school year, eight teachers and two counselors were hired to replace the four teachers who retired and four teachers and two counselors who left LHS. An additional four teachers were hired to accommodate for the increased student enrollment in Spanish, Science, English, and Technology classes. In the ‘19-’20 school year, eight teachers were hired to replace the two teachers who retired and six teachers who left LHS. An additional six teachers were hired to accommodate for the increased student enrollment in Math, Special Education, Social Science, and English. In the ‘20-’21 school year, six teachers were hired, which included one to replace the teacher who retired, two to replace the teachers who left LHS, and three to accommodate for the increased student enrollment in Science, Social Studies, and English.
- Due to the hiring of staff for the opening of Twelve Bridges High School, 15 teachers transferred to TBHS for the ‘21-’22 school year. Also, LHS and TBHS shared ten teachers, who taught at least one class at both sites for the ‘21-’22 school year, two of whom were newly hired. Furthermore, LHS hired 15 additional teachers, three of whom transferred from the middle schools.
- At the beginning of the ‘19-’20 school year, teachers met individually with each of their students to monitor the student’s progress in all of their 8 classes. At least once per quarter, each teacher signed each student’s chart titled “Progress Monitoring With Check-Ins During Stripes”. Each week, students selected a strategy to use to increase their grade if improvement was needed. Because of the decreased class-time during the ‘20-’21 school



year, Advisory teachers assumed the responsibility of monitoring students' grades and contacting the students' administrator and/or counselor if intervention was needed. Advisory teachers continued to monitor their Advisory students' academic progress during the '21-'22 school year.

- The Leadership Team meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC's are shared, key issues are addressed, and the school's vision is reviewed. In the '19-'20 school year, the Leadership Team met with representatives of the Equal Opportunity Schools program and created a plan focused on ensuring equity in the Advanced Placement program at LHS. The Leadership Team and the entire staff implemented the plan and participated in activities, such as school-wide survey and the AP Rally. As a result, Lincoln High School saw an increase in the number of students participating in the AP program and a closer correlation to the school demographics. The EOS team updated its membership and continued the implementation of the EOS plan during the '21-'22 school year.
- The Leadership Team also met during the spring and summer of 2020 to determine a new schedule to accommodate COVID restrictions and meet the needs of our InterCONNECT and in-person students. The new schedule for the '20-'21 school year included an Advisory period and Office Hours.
- The LHS Leadership Team and the TBHS Leadership Team collaborated to revise the bell schedule for the '21-'22 school year, which reinstated the 8 am to 3 pm school day for all students as well as the Advisory period on Mondays.
- Peer Tutoring provides academic assistance in the library after school. During the '20-'21 school year, the Peer Tutoring services were adjusted to meet COVID guidelines. Tutors met virtually with students on Monday through Thursday from 3:00 pm to 6:00 pm. During the '21-'22 school year, the LHS Tutoring Program continued to offer virtual tutoring as well as in-person tutoring in the library from 2-5 pm on Mondays, 3-6 pm on Tuesdays and Wednesdays, and 3-8 pm on Thursdays.
- In the '22-'23 school year, Peer Tutoring continued to offer virtual tutoring through google meet. The tutoring hours were adjusted due to the later school start and offered 50 minutes every morning before school from 7:30 to 8:20 am and 2 hours after school on Mondays from 2:30 to 4:30 pm and Tuesdays, Wednesdays, and Thursdays from 3:30 to 5:30 pm.
- Every freshman and student on an IEP received a planner. Members of the Freshman Focus team assigned the Geography and State Requirements teachers with the task of teaching organizational skills, including filling out the planner and organizing a notebook. The English 9 teachers were assigned with the task of teaching literacy skills of reading, writing, listening, speaking, collaborating, and researching.
- At the start of the '22-'23 school year, the MTSS Team was formed and started to meet to analyze performance data and implement interventions.

3) Plan, implement, monitor and evaluate the Intervention program as a means of effective systematic academic support for students.

- Principal Jen Hladun and the LHS Leadership Team created a new bell schedule with the purpose of allocating weekly intervention time for each class period. On Tuesdays and Wednesdays, teachers and students meet for an additional 30 minutes at the end of periods 1 and 5 (on odd days) or periods 2 and 6 (on even days). On Thursdays and Fridays, teachers and students meet for an additional 30 minutes at the beginning of periods 3 and 7 (on odd days) or periods 4 and 8 (on even days).
- During the 30 minutes of designated Tier 1 Intervention, teachers utilize assessment data to determine specific students in need of additional support, which may include re-teaching or

review of prerequisite skills.

4) Improve the school culture for the staff of Lincoln High School

- The Culture Team recognizes the staff on their birthdays and organizes team building events, such as lunch on the quad, Christmas celebration, and pot luck lunches.
- Teachers who receive a Zebra Pride Pass are eligible for a monthly drawing.
- Teachers who award students with Zebra Pride passes are recognized.
- The Leadership Team participated in a book study by reading School Culture Recharged.
- LHS Administration attended the Phil Boyte School Culture by Design online training in January of 2021.
- The renamed Culture Club added new members to the team, met during the summer of 2021, and set goals and plan activities for the '21-'22 school year.
- School Culture by Design team member facilitated the staff training for our August staff development day prior to the start of school, which focused on building relationships among our teaching staff.

5.0 Improve the school culture for the students of Lincoln High School

- The administration and the staff utilized the data from the 2018 Healthy Kids survey to determine the need for increased student connectedness to the school.
- The Leadership Team focused on student engagement and inclusion to increase positive school identity, connection among the student body, and ownership of the campus. They organized and publicized activities to promote all clubs and exhibit talents of diverse groups of students.
- The LHS Culture Team was created in the '18-'19 school. Two groups of Culture Team members attended two Culture Summit workshops during the '18-'19 school year and one group attended the Culture Summit in the '19-'20 school year. Throughout the school year, the Culture Team meets to brainstorm and plan activities for continually improving the school culture. One major accomplishment was the start of the '19-'20 school year. Each student and staff member receive a free t-shirt with their value team logo on the front. Team colors and values are: white/Care, blue/Connect, gold/Courage, and black/Character. The back of the t-shirts were all the same with the FAMILY heading and list of the four value teams. On the first day of school, students rotated with their value teams throughout four stations, where they received their value t-shirt, signed up for clubs and sports, played on inflatables, and listened to a motivational speaker. On day two, students wore their value team t-shirts, attended a school wide assembly, participated in team building activities, and ate at the school BBQ.
- New students, including the freshman, received their value team t-shirt at the start of the '20-'21 school year.
- The Culture Team, along with the Advisory Team and the Leadership Team, continued to coordinate with the Leadership Class to plan and promote school activities to strengthen students' connection to Lincoln High School. This planning and promoting of means of engagement and school connection was crucial in compensating for students' limited opportunities for participating in school activities due to COVID restrictions.
- For the start of the '21-'22 school year, the Culture Club planned, organized, and led the activities for the first two days of school. Teachers and staff distributed value team t-shirts (with a larger zebra logo), attended the assemblies in the stadium and the gym, and assisted with the school-wide BBQ.
- Multiple students and staff enhance the school culture by promoting activities via social media, including Principal Jen Hladun, the LHS Leadership class, and the LHS FFA.
- With the rise in students' struggles with social emotional challenges, Principal Jen Hladun reallocated space in classrooms 14, 15, 17, and 18 for the creation of the Wellness Center in

the spring of 2022. With the funds from the Wellness Grant, PCOE provided two staff new members, who started at LHS in November, 2022 and prepared for the opening of the Wellness Center in January, 2023.

6) Publish annually and review with students the schools rules and procedures for discipline on campus

- The Lincoln High School Student Handbook is posted on the website, emailed to all students and parents, posted on Schoology, and reviewed by all teachers on the first day of school. An assembly is held at the beginning of the school year to discuss behavior and review the Student Handbook. Due to COVID restrictions, large gatherings were prohibited for the '20-'21 school year. Consequently, dissemination of information was communicated strictly through digital correspondence.
- When a new student enrolls at Lincoln High School, the Assistant Principal reviews the student's enrollment packet, including their transcript and Infosnap information. In August of 2020, the LHS registrar, CiCi Cook, submitted a request with the Technology Dept. to update requested information on Infosnap to include student's discipline history. The concern about lack of information continues to need to be addressed.
- At the start of the '21-'22 school year, LHS Administration created a video to review the information in the Student Handbook. Teachers showed the video to their Advisory classes.
- At the start of the '22-'23 school year, LHS Administration created a power point to review the information in the Student Handbook and then presented the information at class meetings during the first week of school.

7) Annually update the Lincoln High School Comprehensive Safe School Plan

- Because of the tanker fire in August 2011, it became evident that an alternative evacuation area was needed in addition to the stadium. An evacuation map to the softball fields on 6 th Street was created.
- Because of the bomb threat in April of 2013, the safety procedures were revised. Emergency student check-out sheets were created, emergency maps were revised, and the emergency cart with student information was organized.
- Safety information, including the Standard Response Protocol, is presented and reviewed at the beginning of the school year at a staff meeting. The information printed and distributed includes: the protocols for Hold, Secure, Lockdown, Evacuate, and Shelter, the dates for the safety drills, the maps for an evacuation to the stadium and to the softball fields, the routes for egress to the evacuation areas, and the lists for teachers on prep for each period.
- Safety drills are scheduled and practiced throughout the school year.
- Previously each year, the attendance secretaries updated the students' information from their emergency cards into AERIES/Power School. By November of each school year, a copy of each student's emergency contact information and schedule was printed and placed into binders in the event of an emergency. At the start of the '18-'19 school year, every parent was asked to go online to update their child's emergency and medical information.
- At the start of the '21-'22 school year, teachers and staff also received safety vests, new door magnets, and clipboards along with their safety information.
- In the spring of 2022, WPUSD School Nurse Kelley Gordon, LHS SRO Wesley Collins, and Principal Jen Hladun distributed Bleed Kits and educated the staff on the use of the Bleed Kits. Teacher and staff received bleed kits so that every classroom and area throughout campus has a bleed kit readily available.
- At the start of the '22-'23 school year, LHS staff added two safety protocols: 1) wearing a lanyard with school identification and 2) keeping all classrooms doors locked at all times.

<ul style="list-style-type: none"> <li>On the District Day in November, 2022, WPUSD focused on safety by inviting a keynote speaker from the I Love You Guys foundation and scheduling 3 sessions with a wide range of options for topics on physical, emotional, and cultural safety.</li> </ul>
<p>8) Monitor student activity and help improve student behavior using the campus supervisors</p> <ul style="list-style-type: none"> <li>Campus supervisors lock and monitor gates in order to keep students on campus and intruders off campus.</li> <li>Campus supervisors patrol the campus to ensure that students arrive to class promptly and remain in assigned classes.</li> <li>Campus supervisors escort students to designated areas when necessary.</li> <li>Due to need for supervision of increased number of students, two additional campus supervisors were hired during the '16-'17 school year and an additional two hired in the '19-'20 school year.</li> <li>Due to the opening of TBHS, two of the campus monitors transferred to the new campus, leaving LHS with two fulltime campus supervisor positions and two 2 hour campus monitors position. Hours were added to one of the campus monitor positions for increased supervision.</li> <li>At the start of the '22-'23 school year, the hours were reallocated for the campus supervisors. Lincoln High School has three full time campus supervisors, who each work 8 hours per day.</li> </ul>
<p>Who will take the lead?</p> <ul style="list-style-type: none"> <li>Site Administration</li> <li>Leadership Team</li> <li>Certificated and Classified Staff</li> <li>Lead Custodian</li> <li>Leadership Students and Activities Director</li> <li>District Administration</li> </ul>
<p>Completion Date and Budget: Ongoing</p>
<p>Resources Needed:</p> <ul style="list-style-type: none"> <li>General Fund</li> <li>EIA Funds</li> <li>GATE Funds</li> <li>Wellness Grant</li> </ul>
<p>How we will monitor and evaluate?</p> <ul style="list-style-type: none"> <li>Staff and Administration coordination of policies and programs</li> <li>CAASSP and AP results</li> <li>Review of Comprehensive Safe School Plan</li> <li>Incident logs and discipline records</li> </ul>

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**ENSURING A SAFE AND ORDERLY ENVIRONMENT**

Component II: Place
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Goal #1: To establish and maintain a clean, safe learning environment in which students experience success.

Objective:

- Provide a safe, clean, suitable learning environment

1.0 Increase safety precautions

- Bar A Cuta door locks were installed in all classrooms that do not have doors with the push bar.
- Magnets were distributed to teachers to place in all classroom door jams.
- Emergency buckets were supplied and delivered to all classrooms.
- Vape detectors were installed in boys and girls restrooms throughout campus.
- The district updated all hand held radios.
- The separate fire panels were looked at in December of 2019 to determine if the alarms could be sounded simultaneously throughout campus. The alarms continue to be on separate panels and this continues to be an area of need, since the alarm cannot be signaled and heard throughout the campus.
- During the summer of 2019, the district updated parking lot lighting to LED, replaced broken lift in Drama classroom, and repaired the ADA lift at the stadium.
- In the '20-'21 school year, School Resource and Principal distributed 20 Stop the Bleed kits throughout campus.
- In the '20-'21 school year, all students and staff followed COVID guidelines, such as wearing a mask and maintaining social distancing. The staff also completed daily health screenings. Administration and staff worked with district office to track and quarantine students who tested positive and contacts of students who tested positive.
- Other than the social distancing requirements, the COVID guidelines continued to be in effect for the '21-'22 school year.
- The chain link fence along L Street was replaced by a rod iron fence. This enhancement increased security on the campus by making it more difficult for students to exit campus by jumping the fence. However, a push bar gate was added between rooms 39 and 36, making this the fourth push bar gate on campus. Since the gates cannot be secured with a lock, it is a great challenge to supervise these gates during the closed campus lunch.
- The use of magnets was discontinued after the '21-'22 school year. At the start of the '22-'23 school year, LHS staff added two new safety protocols: 1) keeping all classrooms doors locked at all times and 2) wearing a lanyard with school identification.
- LHS Administration met with a representative, Aaron Tarver, from an outside agency, Central California Intelligence Center, who conducted a Vulnerability Assessment of the LHS campus. The assessment data was shared with the district office staff and a plan was originated to increase fencing around the perimeter of the LHS office, Pence Gym, and library areas.
- Maps with highlighted egress routes to evacuation areas (softball field and stadium) were distributed to teachers and posted at exits of classrooms and other buildings in October, 2022.

2) Maintain and upgrade cameras throughout the campus to monitor student activity

- School administrators, WPUUSD Director of Technology, and district administration meet to review costs and effectiveness of cameras.
- Custodian, campus supervisors, administration review activity on cameras to determine facts in incidents involving theft, vandalism, bullying or fights.
- As of November of 2016, 42 different cameras are in place over many different areas of campus, including the most active and "at risk" areas. Many of the cameras have been replaced over the past few years, and additions of cameras are made as the budget allows.

<p>The cameras include views of several of entrance/exit points for increased student safety. The camera footage goes to a database, where footage can be retrieved for up to 30 days. With the addition of the new building in the '17-'18 school year, two additional cameras were added.</p> <ul style="list-style-type: none"> <li>As of November of 2021, there are 10 cameras across the parking lot near the Technology Department and 45 cameras throughout the LHS campus, plus 9 cameras at the LHS School Farm.</li> </ul>
<p>3) Accommodate for changes in student enrollment</p> <ul style="list-style-type: none"> <li>Five portables (classrooms #59-63) were added in the northwest end of the main parking lot during the summer of 2018.</li> <li>The Adult Transition Program (room 64) moved into the building previously used by WPUUSD Maintenance in the summer of 2018.</li> <li>In the '19-'20 school year, one of the classrooms for the Independent Living Skills program moved from room 65 back to room 29.</li> <li>In the '20-'21 school year, room 65 was updated to be a classroom for a new teacher.</li> <li>During the summer of 2021, five portables were removed from the parking lot (previous rooms 59-63).</li> <li>With the decreased number of students and teachers for the '22-'23 school year, classroom space throughout campus was reallocated. Rooms 9 and 16 were used for needed storage, room 18 was revamped for the Athletic Conditioning class, and rooms 14, 15, and 17 were reserved for the Wellness Center. During Thanksgiving Break, students and staff painted the Wellness Center.</li> </ul>
<p>4) Meet county compliance standards for removal of hazardous waste materials</p> <ul style="list-style-type: none"> <li>Collaboration with school custodian, district maintenance director and secretary, school admin, and county hazardous materials supervisor began in the fall of 2016 . Ongoing plans include directing all teachers with hazardous materials to take inventory of the hazardous materials in their classroom and to keep a copy of purchase orders for future purchases and save receipts for disposal of hazardous materials.</li> </ul>
<p>5) Continue the use of school-wide safety protocols and the sanitizing of the classrooms, restrooms, and buildings</p> <ul style="list-style-type: none"> <li>Cleaned restrooms and sanitized cafeteria table daily</li> <li>Wet mopped the cafeteria and dry mopped the gyms daily</li> <li>Installed metal covered structure outside of the woodshop and autoshop building to protect students during the heat and inclement weather during summer of 2021</li> </ul>
<p>6) Promote school spirit and a positive school culture on the physical campus</p> <ul style="list-style-type: none"> <li>Installed banners throughout campus during the summer of 2021</li> <li>Added a second ticket booth at the main entrance of the LHS Stadium, courtesy of James Brown and his Woodshop students</li> <li>Increased lighting is needed at the stadium ticket booth near the north parking lot along Nicholas Road</li> </ul>
<p>Who will take the lead?</p> <ul style="list-style-type: none"> <li>District Administration</li> <li>District Maintenance</li> <li>Site Administration</li> <li>Lead Custodian</li> </ul>
<p>Completion Date and Budget: Ongoing</p>
<p>Resources Needed:</p>

- General Fund
- School Safety
- School Bond Measure J

How we will monitor and evaluate?

- Cameras are utilized to monitor student activity. Surveillance footage is documented on incident or suspension reports.
- District office administration oversees the completion of the modernization projects and new facilities.