

2022-23
COMPREHENSIVE
SCHOOL SITE SAFETY
PLAN

CRISIS RESPONSE PLAN

For

Western Placer Unified
School District

and

Scott M. Leaman Elementary

Reviewed by Site Council

12/01/22

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Section One: Assignments and Duties

ROLE	NAME			CHAIN
Site Leader - Principal (Oversees ENTIRE Situation)	By Site	Name	Cell #	Site Principal → Superintendent/DO → Site Principal → Site Coordinator
	CCC	Julie Stearn	707-477-5940	
	COES	Megan Dickson	530-205-7786	
	FSS	Lyndsay Reynolds	916-508-6965	Continuous Loop - Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal
	FRES	Gina Pasquini	916-524-6393	
	SLES	Jack Gout	916-501-2991	
	LCES	Denise Parnell	916-628-0731	
	SES	April Rennie	916-412-3894	
	TBE	Will Middleton	626-484-3528	Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
	GEMS	Anna Castillo	408-205-0553	
	TBMS	Randy Woods	916-203-4973	
	LHS	Jennifer Hladun	702-324-6884	
	TBHS	Heather Pierce	916-412-4670	
PHS/Atlas	Chuck Whitecotton	916-752-0740		
				Site Principal → Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff
Site Coordinator (Deals with SPECIFIC/DETAILS of Situation)	CCC	Lori Deschamps	916-316-9067	
	COES	Jennifer Hancock	916-521-6470	CCC - 916-645-6390
	FSS	Bill Justice	916-847-2420	COES - 916-645-6380
	FRES	Chareen Lauritzen	916-532-0427	FSS - 916-645-6330
	SLES	Megan Hart	916-770-5470	FRES - 916-434-5255
	LCES	Cindy Hood	916-770-7420	SLES - 916-409-2401
	SES	Ann Nordby	530-320-7059	LCES - 916-434-5292
	TBES	Roseanne Johnson	916-300-7406	TBES - 916-434-5220
	GEMS	Jessica Fernandez	916-208-4643	SES - 530-633-2591
	TBMS	Amy Pettersen	916-580-7397	GEMS - 916-645-6370
	LHS	Vicki Eutsey	916-295-4930	TBMS - 916-434-5270
	TBHS	Chris Bombard	916-712-6733	LHS - 916-645-6360
	PHS/Atlas	Tracy Gruber	916-837-0155	TBHS - 916-409-2631
				PHS - 916-645-6395
District Administrator (Coordinates all activities, rumor control, communication)	Kerry Callahan, Superintendent (Reno Penders, Director of Ed. Services)			Kerry Callahan → Site Principal → Site Coordinator
District Office Liaison (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
Community Liaison (Communicates to Media/Other)	Emma Ohler, Communications			Scott Pickett → LPD, etc.
Crisis Response Team (Provides Emotional Support)	Ellie Martinez, Dir. SPED → School Psychologists/Counselors → Staff/Students			Scott Pickett → Ellie Martinez → School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Boyd Pyatt, Transportation Dir.			Boyd Pyatt → Bus Drivers, as needed
Maintenance & Facilities (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
Personnel (Provides Info as Needed)	Cliff De Graw, Asst. Supt.			Cliff De Graw → Katrina Modellmog/Barbara Green

Alarm Shut-Off Information

Site	Address	System	Account Number
CCC	150 E 12th St. Lincoln	Security	838-4559
CCC	150 E 12th St. Lincoln	Fire	876-8735
CCC	150 E 12th St. Lincoln	Fire	838-4560
COES	2030 First St. Lincoln	Security	838-4561
COES	2030 First St. Lincoln	Fire	838-4562
Maint & Trans	2701 Nicolaus Dr. Lincoln	Security	838-4564
Maint & Trans	2701 Nicolaus Dr. Lincoln	Fire	838-4563
Maint Off Annex	810 J St. Lincoln	Fire	876-2061
DO	600 6th St. Lincoln	Security	838-4566
Tech Building	810 J St. Lincoln	Security	838-4565
FSS	1400 First St. Lincoln	Security	838-4567
FSS	1400 First St. Lincoln	Fire	838-4568
FRES	1561 Joiner Pkwy, Lincoln	Security	838-4570
FRES	1561 Joiner Pkwy, Lincoln	Fire	838-4569
GEMS	204 L St. Lincoln	Security	225-4506
GEMS	204 L St. Lincoln	Fire	838-4572
SLES	1200 Brentford Cir. Lincoln	Security	838-4756
SLES	1200 Brentford Cir. Lincoln	Fire	103-7499
LCES	635 Groveland Lincoln	Security	838-4574
LCES	635 Groveland Lincoln	Fire	838-4573
LHS	790 J St. Lincoln	Security	838-4576
LHS	790 J St. Lincoln	Security	838-4577
LHS	790 J St. Lincoln	Fire	838-4575
LHS Farm	6001 William Ln. Lincoln	Fire/Security	876-4916
LHS Farm	6001 William Ln. Lincoln	Security	876-4917
PHS	870 J St, Lincoln	Security	838-4579
PHS	870 J St, Lincoln	Fire	838-4580
SES	4730 H St, Sheridan	Security	838-4581
TBES	2450 Eastridge Lincoln	Security	838-4583
TBES	2450 Eastridge Lincoln	Fire	838-4582
TBHS	2360 Fieldstone Dr. Lincoln	Security	838-4778
TBHS	2360 Fieldstone Dr. Lincoln	Fire	838-4777
TBMS	770 Westview Dr. Lincoln	Security	838-4585
TBMS	770 Westview Dr. Lincoln	Fire	838-4584

SIERRA BUILDING SYSTEMS - 1-866-216-9292
 GIVE THEM ACCOUNT NUMBER OR ADDRESS OF SCHOOL

PASSWORDS: TBHS – “WPUSD2021”; SLES – “WPUSD2020”; ALL OTHER SCHOOLS – “WPUSD14”

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>Shawn Quinn</u>	<u>916-663-8261 (cell)</u>
<u>Gabe Cruz</u>	<u>530-790-5391 (cell)</u>
<u>Austin Dirk</u>	<u>916-603-4381 (cell)</u>
<u>Technician I</u>	<u>916-759-3858 (cell)</u>
<u>Rengin Yildiz</u>	<u>530-933-0266 (cell)</u>

DISTRICT OFFICE EXTENSIONS

Extension	Name	Title
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	Debbie McKinnon	Payroll Technician
40127	Rhia Zinzun	Payroll Technician
40128	Barbara Green	Personnel Technician
40129	Katrina Moddelmog	Personnel Technician
40131	Mike Adell	Director of Facilities
40133	Elicia Martinez	Personnel Admin. Asst.
40134	Liz Steelman	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

FRES	Chareen Lauritzen	916-532-0427
SLES	Megan Hart	916-770-5470
LCES	Cindy Hood	916-770-7420
SHER	Ann Nordby	530-320-7059
TBES	Roseanne Johnson	916-300-7406
GEMS	Jessica Fernandez	916-208-4643
TBMS	Amy Pettersen	916-580-7397
LHS	Vicki Eutsey	916-295-4930
TBHS	Chris Bombard	916-712-6733
PHS	Tracy Gruber	916-837-0155

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	916-402-0690
COES	Melissa Everts	916-208-1891
FSS	Norma Lazaro	916-207-8545
FRES	Kristin Noriega	530-368-0225
LCES	Karen Reilly	916-847-9428
SLES	Michelle Rowe	530-852-2018
SHER	Jennifer Hladun	702-324-6884
TBES	Martiza Pisik	916-308-1028
GEMS	Jenifer Freymond	916-295-2272
TBMS	Todd Boynton	916-205-6965
LHS	John Kovach	530-906-2349
TBHS	Daniel Searle	530-400-5599
PHS	Clint Nelson	916-276-7262

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, Amanda Burch RN,
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
Incident Commander Kerry Callahan Cell# (916) 770-7612 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.
Back- Up: Reno Penders • Cell# (916) 295-2988 • Office # (916) 645-6350	
Planning/Intelligence Official Reno Penders Cell# (916) 295-2988 Office # (916) 123-1235	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
Back- Up: Cliff DeGraw • Cell# (805) 286-2342 • Office # (916) 645-6350	
Logistics Chief Audrey Kilpatrick Cell# (916) 662-0098 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.
Back- Up: Carrie Carlson • Cell#(916) 622-2113 • Office # (916) 645-6350	
Liaison Official Scott Pickett Cell# (530) 308-9527 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.
Back- Up: Kathleen Leehane • Cell# (530) 400-9816 • Office # (916) 645-6350	

Office # (916) 645-6350	
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Back-Up: Vincent Herado • Cell# • Office # (916) 645-6350
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Section Two: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA		STUDENT SECURITY	
Lincoln High School	Priority One	New Admin Office Area	Priority One	Fine Arts Theater
	Priority Two	Old Admin Office Area	Priority Two	New Gym/Old Gym
Glen Edwards Middle School	Priority One	School Office & Staff Room	Priority One	Multi-Purpose Room
	Priority Two	Room 20/21	Priority Two	Classroom Holding Areas
Creskide Oaks Elementary School	Priority One	Admin/School Office	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Community Center
Carlin C. Coppin Elementary School	Priority One	Main Office Complex	Priority One	Classroom Holding Areas
	Priority Two	Ext. Classroom Unit III	Priority Two	Multi-Purpose Room
Sheridan School	Priority One	School Office	Priority One	Classroom Holding Areas
	Priority Two	Staff Room	Priority Two	Multi-Purpose Room
Phoenix High School/Atlas	Priority One	Office Complex	Priority One	Classroom Holding Areas
	Priority Two	Infant Care Center	Priority Two	Infant Care Center
First Street School	Priority One	Office Complex	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Multi/Café
Twelve Bridges Elementary School	Priority One	Office	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Multi Purpose Room
Foskett Ranch Elementary School	Priority One	Office	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Multi Purpose Room
Scott M. Leaman Elementary School	Priority One	Office	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Multi Purpose Room
Twelve Bridges Middle School	Priority One	Office	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Gymnasium
Lincoln Crossing Elementary School	Priority One	Office	Priority One	Classroom Holding Areas
	Priority Two	Library	Priority Two	Multi Purpose Room
Twelve Bridges High School	Priority One	Press Box Football Stadium	Priority One	Locked Buildings
	Priority Two	North Gates Football Stad.	Priority Two	Gymnasium
District Office	Priority One	Zebra Room	Priority One	N/A - Assist at Sites
	Priority Two	Lincoln High School	Priority Two	

Crisis Evacuation Off-Campus Sites

FROM	TO
Carlin C. Coppin School	McBean Park Multi-Purpose/LHS
Creekside Oaks School	Lincoln High School/GEMS
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle School	Lincoln High School/GEMS
Phoenix High School/ATLAS	Glen Edwards Middle School/TBHS
Lincoln High School	Glen Edwards Middle School/TBHS
First Street School	Creekside Oaks/LCES
Scott M. Leaman Elementary	Lincoln Crossing Elementary/COES
Twelve Bridges Elementary	Twelve Bridges Middle School/TBHS
Foskett Ranch Elementary	Lincoln High School/GEMS
Twelve Bridge Middle School	Twelve Bridges Elementary/TBHS
Lincoln Crossing Elementary	Creekside Oaks Elementary School
Twelve Bridges High School	Twelve Bridges Middle/TBHS
District Office	Lincoln High School/TBHS

Alternate sites may be deemed necessary by emergency personnel during an incident.

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	530-823-4904
EMERGENCY RESPONSE SYSTEMS	530-823-2323
	911 - EMERGENCY
CALIFORNIA HIGHWAY PATROL	916-663-3344 - Non Emergency
CITY OF LINCOLN	916-434-2400
DAMIAN ARMITAGE, BOARD MEMBER	916-743-5881 (cell)
JASON PRICE, BOARD MEMBER	916-759-8089 (cell)
KRIS WYATT, BOARD MEMBER	916-768-3803 (cell)
CRISTE FREYMOND, BOARD MEMBER	916-343-7643 (cell)
APRIL NITSOS, BOARD MEMBER	916-947-3725 (cell)
GAYLE GARBOLINO-MOJICA, PCOE	530-889-8020
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.



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



SHELTER

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)



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



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  the teacher will:
- a. Secure the classroom bag and emergency list
 - b. Close and lock 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.



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

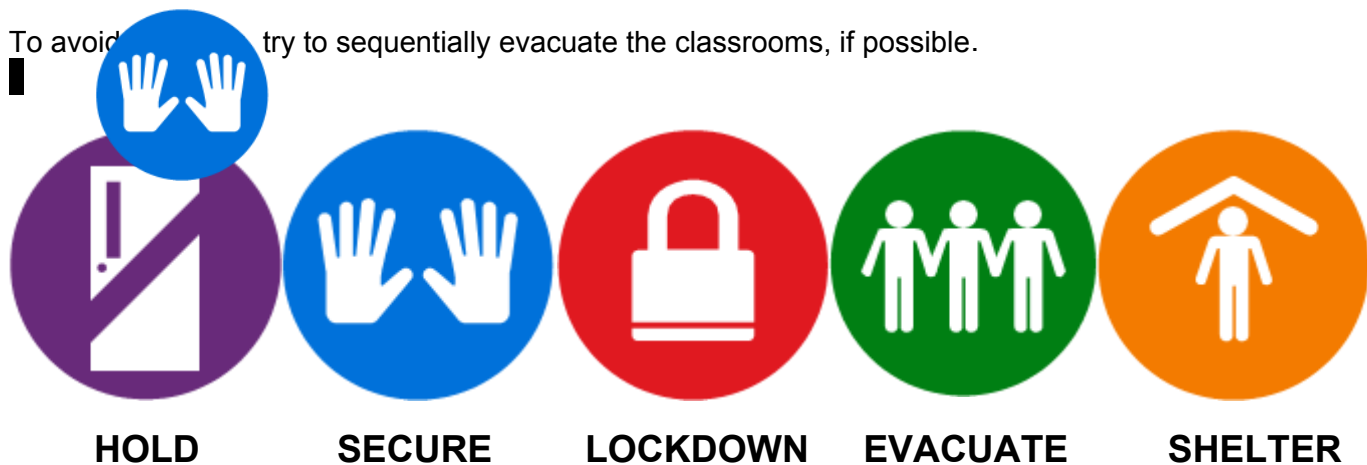
Building evacuation following an earthquake is imperative due to the possibility of secondary hazards, such as explosions and fires. Follow evacuation plan from page 32.

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 _____ try to sequentially evacuate the classrooms, if possible.



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. 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.



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 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 **



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.



EVACUATE

SHELTER

HOLD SECURE LOCKDOWN

Response to Potentially Explosive Devices/ Bomb Threat



the

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

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Phone Number Where
Hung Up: Call Received:

Ask Caller:

- Where is the bomb located?



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Off Campus Evacuation Plan

(SEE PAGE 27 – LIST OF OFF CAMPUS SITES)



The
the health

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 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



FIRE



LOCKDOWN



EVACUATE



SHELTER



Insert Evacuation Map

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 adult school 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
health and welfare

affecting the public

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.

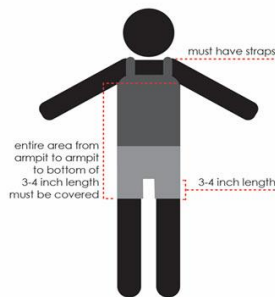
The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

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:

- 1st 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.
- 2nd 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.
- 3rd 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

Principal: Jack Gout
 Secretary: Michelle Rowe
 Office Clerk: Catharine Meijer
 Health Clerk: Sarah Casebolt
 Parent Liaison: Rosabel Ortiz
 Lead Custodian: Santiago Hernanderz
 Night Custodian: Tammy Lombard

Transitional Kindergarten

Cathy Hutchings Room B1

Kindergarten

Regina Hinnenkamp Room B2
 Michelle Ruiz Room B3
 Stephanie Maul Room B4

First Grade

Lana Parr Room B6
 Caryn Lackl Room B7
 Jackie Drechsler Room B8

Second Grade

Terri Schreiber Room B10
 Cammie Sayhoun Room B11
 Katelyn Frugoli Room B9

Third Grade

Cecilia Bombard Room C1
 Vicki Bryant Room C2
 Lauren Botonis Room C7

Fourth Grade

Kate Hill Room C4
 Melanee Ford Room C10
 Jennifer Wright Room C5

Fifth Grade

Julie Van Zile Room C9
 Diana Karr Room D3
 Kelsey Kistner Room D2

SDC Grades Preschool Class/K - 5

Marilu Sanchez-Okusako Room C3
 Mandy Hopper Room C8

Reid Bartlett – Music Room Music
 Christy Fox - RSP Room B5
 Lori Wilder Room Speech

Elena Bessette Library
 Megan Hart – Psychologist Room Psychologist

TK/K Aides

Jan Olsen Room B1
 Sara Becker Room B2
 Andrea Moreno Room B3
 Jenn Hess Room B4

SDC/RSP Aides

Marta Aguilar RSP Room B5
 Ausanee Suttivong SDC Room C8
 Linda Peterson Room C8
 Kim Keller Room C3
 Rosa Aguilar Room C3
 Jennifer Bailey Room C8

1st Grade Aides

Veronica Wright Room B6
 Jackie Avila Room B7
 Natalie Pipia Room B8

Campus/Cafeteria Supervisors

Jennifer Hess
 Kara Duff
 Asante Gustave
 Autumn Wood

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

Scott Leaman Elementary School

Ensuring a Safe and Orderly Environment

Component One – People and Programs

Action Plan

Goal #1: All students, including subgroup populations, will demonstrate proficiency on state standards.

Objectives:

1. As measured by SBAC Assessment for Reading and Math, each grade level (3 – 5) will create our baseline numbers for state testing.
2. All Leaman Elementary English Language Learners will advance one proficiency level this school year from the previous school year on the ELPAC until reclassified as Fluent English Proficient (FEP).
3. Identified special education students will meet IEP goals that are aligned with grade level standards. Our MTSS program will help identify and support these students.

Student Support and Intervention Opportunities:

- Student Success Team (SST) is available for students that are having academic difficulties.
- After school tutoring will be provided to support learners who need extra help.
- EL students (English Learners) are supported through whole class core curriculum instruction GLAD lessons, and through ELD designated and integrated group instruction.
- We will continue to refine our math instruction through the TESS process, having common assessments in math, and using data to follow student progress. This year's focus will be on math fluency and application type math problems.
- Through the support of supplemental funds, additional supplemental programs in Reading Language Arts and math have been purchased to enhance the opportunity to support and intervene with students that are struggling below grade level. This includes Time and Scholastic.
- Special Education students receive intervention according to their Individualized Education Plan (IEP) goals. Leaman elementary currently operates two programs – Resource Specialist Program (RSP) and Special Day classes (SDC).

- Students meeting and exceeding grade level standards at Leaman Elementary or who are GATE identified (grades 2 – 5) will be challenged by higher level thinking activities and accelerated programs.
- Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all students.
- Staff will analyze student assessment data to plan instruction. Collaboration occurs during Early Release Days when grade level teams have Professional Learning Community (PLC) meetings.
- Classroom Instruction and activities will be differentiated to meet the needs of at-risk, GATE, and English Language Learners in the classroom.
- Illuminate provides assessment information for teacher analysis and diagnosis of student needs.
- Positive rewards and recognition programs for academics encourage success and motivates student.
- After school tutors are hired to provide extra support for those students who do not have the necessary adult support.

Goal #2: Leaman Elementary students will feel emotionally and physically safe at school.

Objectives:

1. We will create and maintain a positive, safe environment for our population.
2. Average Daily Attendance (ADA) will improve after years of COVID pandemic.

Student Support and Intervention Opportunities:

- The PBIS/MTSS teams meet monthly/weekly to analyze behavior data, identify areas of need, and brainstorm solutions to create a process of continual improvement in student positive behavior.
- The PBIS/MTSS teams will also assure that programs and processes are in place so that the PBIS (Positive Behavior Intervention Support) process and programs are implemented with fidelity.
- The Discipline Committee/MTSS will receive additional training and guidance from PCOE to assure proper implementation of the PBIS process.

- A MTSS process has been established to support students that need additional behavior supports. A process is in place to assure that students will receive this support in a timely manner. Those supports include different levels of intervention depending on the needs of the child.
- Educational programs are implemented where possible to focus on specific health issues, such as nutrition and alcohol / drug prevention where grade level appropriate.
- Students experiencing behavioral difficulties may be referred to the MTSS Team to explore intervention options.
- School site administration will work with office staff to track and notify parents of students that are absent or truant on an excessive basis.
- A school psychologist is available for counseling with students as needed.
- One on one and group counseling is provided to support students with mental and behavioral needs (Wellness Together).
- A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families as needs arise.
- The school site will provide to families in need, a list of local agencies to which people can refer for additional support and guidance.
- Focus is placed on positive character traits such as Safe, Respectful, Responsible, and Unified.

Parent Support for component one:

- A referral system is in place for parents, through the school district and other agencies, to provide child services as needed: Parenting Classes (Love and Logic), Counseling (individual through Lighthouse Counseling services), and SARB (School Attendance Review Board).
- Parents are included as part of the Student Success Team to help create action plans that include modifications to help students become successful.
- Parents are active participants in School Site Council, Parent Teacher Organization, and various committees to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures.
- Western Placer Unified School District's Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs.
- Parents are always encouraged to be involved in their child's education.
- Love and Logic training for parents will be provided by the school district at a nominal fee.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Leaman Elementary participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.

Staff Support for component one:

- The staff will continue to be trained in all areas of effective use of curriculum and instructional strategies to help reach all learners of diversified backgrounds.
- Staff development focuses on district and school goals/objectives, state standards, changing curriculum, changing student populations and specific needs of the student body.
- Teachers will receive ongoing professional development that will enhance their effectiveness in helping students achieve to grade level standards and to manage classes and students.
- Staff members will continue to search for additional information on “Kids at Risk” intervention programs to meet their needs and help them continue to grow.
- Curriculum will be standards-based and will provide opportunities for students to achieve high academic standards.
- Instructional strategies will be used to accommodate the different learning styles of students in the classroom. Curriculum will be developed to meet the diverse learning styles of all students.
- Adults model respect by the positive manner in which they deal with students and staff.
- Policies and procedures are in place for staff reporting of criminal behavior to the appropriate law enforcement agency.
- There is frequent communication between teachers, administration and parents when a student cannot adjust to appropriate behavioral standards.
- Discipline practices will be developed with the participation from certificated and classified staff, parents and students.
- Natural consequences for violating behavioral expectation will be fair, consistent, understood and communicated to students and parents.
- Programs such as Love and Logic, PBIS, and bucket fillers provide teachers with additional skills to deal with students who struggle with appropriate behavior and ways to establish positive relationships with all students.

Ensuring a Safe and Orderly Environment

Component Two: The Physical Environment (Place)

Action Plan

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

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

Objectives:

1. School administration will work with local agencies to assure the most effective and efficient plan is in place for parent pick-up and drop-off of students.
2. The school administrators will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
3. Parents will be well informed as to the proper conduct and rules and procedures of the parking lot.
4. Procedures will be put in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
5. A Crisis Management Team and strategies will be in place in emergency situations.

Student Support

- Leaman Elementary works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.
- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, school newsletter, and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures.
- Procedures are in place for student emergency situations.
- Emergency exit plans are posted in every classroom.
- Teachers discuss and review the emergency plans with student.

Goal #2: Leaman Elementary campus is a secure and safe environment.

Objectives:

1. Assure an accounting of all students and visitors while students are on campus.
2. Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. This process will be closely monitored by the principal and office personnel.
3. Make sure there is adequate lighting in place to ensure safety on the campus at night.
4. Assure that Lock-down, evacuation, and all emergency procedures are in place.
5. Monitor main entry and exit points to the school.
6. Make sure all staff members are easily identified.
7. Create a plan so there is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
8. Assure that a security system is in place and the custodians, principal and district maintenance crew monitors its use.

Student Support:

- The campus is closed and access signs are displayed prominently at entry points.
- Visitors must sign in and receive a visitor's pass before they can be on campus.
- Students must be signed out before they can leave the campus.
- Staff is trained to direct unidentified persons to the main office. Staff and office personnel monitor and assess this procedure.
- Signs are posted to keep dogs (unless prior arrangements are made) off the campus. There are procedures in place to contact local animal control officers so that the animal can be removed as soon as possible.
- The school grounds are gated and limit vehicle access to the school.
- There is adequate staff supervision when students are on playground. Each staff member wears an orange/pink vest so they are visible to students for emergencies. Staff is on duty as students leave campus. Teachers monitor the hallways.

- Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas and the principal and night custodian periodically check to insure lighting is in working order.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately. The walls are covered with an anti-graffiti paint to allow for easy cleaning.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activity.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.
- Fire drills are practiced monthly. Emergency procedure drills, including an intruder on campus or evacuation drill are also practiced on a routine basis.
- Emergency procedures and plans are assessed by the principal and staff at least annually.
- The school will secure appropriate emergency materials/equipment for each classroom in the event of a long-term emergency.

Parent Support for component two

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

Staff and Site Support for component two

- Classrooms have an appropriate amount of space for the student-teacher ratio and are designed in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment. Spacing is provided to meet covid restrictions.
- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities, or person. Safety and security is a primary focus. If graffiti and evening/weekend littering and vandalism become more frequent, additional law enforcement patrols will be requested.
- During the school day the campus is as secure as possible.
- The school practices emergency drills regularly to assure that they are ready should an actual emergency occur.

- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly emergency drills are logged.
- There is a new school automation emergency communication system in place to call all parents in case of a major incident. (Alertus)
- The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.