Comprehensive School Safety Plan

2024-2025
School Year

School:	Western Placer Unified School District
CDS Code:	31-66951-0000000
District:	Western Placer Unified School District
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Approved by:

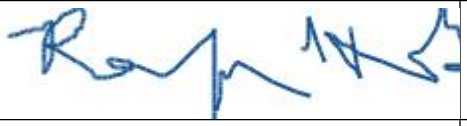
Name	Title	Signature	Date
Alfredo De Ollas	Law Enforcement		
Rob Hedges	Custodian/Safety Lead		
Denise Parnell	Principal		
Tolan Dworak	Fire Battalion Chief		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 635 Groveland Lane Lincoln, CA - School Website and the District Office.

Safety Plan Vision

All students & staff will be well versed in safety protocols and participate in daily Morning Meetings to support a positive social emotional environment, ultimately creating an environment where students feel secure, motivated, and empowered to succeed. The Safety Team will refine all safety protocols based on reflection of current implementation and staff feedback building implementation confidences in all staff. The second focus for the 2024-2025 school year is to ensure all staff are aware of the proceedural process for LCE's Reunification Plan.

Components of the Comprehensive School Safety Plan (EC 32281)

Western Placer Unified School District Safety Committee
Rob Hedges, Custodian
Cindy Hood, Site Secretary
Rachel Shirhall, Primary Teacher
Darren Coleman, Intermediate Teacher
Hailee Alma, Support Staff
Erin Miller, Parent
Denise Parnell, Principal

Assessment of School Safety
School Safety Data Sources used by the MTSS, PBIS, & Safety Team to assess school safety and areas of need Include:

Attendance Records- Analyzed attendance data to notify parents of the need to improve their child's attendance through sending SARB letters and holding parent meetings, SARTs. Collaboratively we work together to address needs and develop a plan to improve attendance.

Powerschool Log Entries- PBIS analyzed behavioral data to see where and when most events are happening so the team can addreess the needs by training staff and students of positive expectations. Deeloping positive rewards is also part of this teams charge.
Powerschool Incident Management-PBIS analyzed behavioral data to see where and when most events are happening so the team can addreess the needs by dev eloping a plan to improve student behaviors through Character Education.

Suspension and Expulsion data- There was one suspensions and zero expulsions
Student, Parent, & Staff Surveys- Data was shared and analized to determine areas of growth and improvement by Leadership team, Staff, & parents.
Health Kids Suvey (every 2 years)- This will be given in the spring of 2024.

Vulnerability Threat Assessment- A vulnerability assessment, which is a systematic review of security weaknesses. It was used to evaluate if the school is susceptible to any known vulnerabilities, assigns severity levels to those vulnerabilities, and recommends remediation. These areas of vulnerability were addressed: Protection benches out front, bullet proof film on office windows, and additional security cameras installed.

The materials above are used to determine school safety, develop plans to support positive interactions and high expectations, and measure improvement. An annual analysis of the data is conducted with the Leadership Team, Safety Team, at Staff Meetings, and with the community at the School Site Council (SSC) meetings.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
It is a priority of the administration and staff in the Western Placer Unified School District that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. This is accomplished through the development of the five supports and opportunities through the youth development model. All sites should provide safety, relationships, engagement, community involvement, and skill building opportunities for all students. Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child Abuse Reporting
Child Abuse Prevention and Reporting (AR 5141.4)
Reporting Procedures

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.

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)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
The child's name and address, present location and, where applicable, school, grade, and class
The names, addresses, and telephone numbers of the child's parents/guardians
The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
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)

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 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)

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)

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.
The selected person shall not participate in the interview.
The selected person shall not discuss the facts or circumstances of the case with the child.
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)

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.

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

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

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

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

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

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Our school has adopted The “I Love U Guys” Foundation’s Standard Response Protocol (SRP). Students and staff will have training, practice, and drill using the protocol.

The Standard Response Protocol (SRP) is based on an all hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.
The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff,
teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

Hold
“In Your Classroom or Area”
Students are trained to:
• Clear the hallways and remain in their area or room until the “All Clear” is announced
• Do business as usual
Adults and staff 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
Adults and staff are trained to:
• Bring everyone indoors
• Lock the outside doors
• Increase situational awareness
• Account for students and adults
• Do business as usual

LOCKDOWN
“locks, lights, out of Sight”
Students are trained to:
• Move away from sight
• Maintain silence
• Do not open the door
Adults and staff are trained to:
• Recover students from hallway if possible
• Lock the classroom door
• Turn out the lights
• Move away from sight
• Maintain silence
• Do not open the door
• Prepare to evade or defend

EVACUATE
“To a location”
Students are trained to:
• Leave stuff behind if required to
• If possible, bring their phone
• Follow instructions
Adults and staff are trained to:
• Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for

evacuation.)
• Lead students to Evacuation location
• Account for students and adults
• Report injuries or problems using Red Card/Green Card method.

SHELTER
"State Hazard and Safety Strategy"
Hazards might include:
• Tornado
• Hazmat
• Earthquake
• Tsunami
Safety Strategies might include:
• Evacuate to shelter area
• Seal the room
• Drop, cover and hold
• Get to high ground
Students are trained in:
• Appropriate Hazards and Safety Strategies
Adults and staff are trained in:
• Appropriate Hazards and Safety Strategies
• Accounting for students and adults
• Report injuries or problems using Red Card/Green Card method.

During a disaster that requires the reunification of students with care takers, Western Placer Unified School District will use the Standard Reunification Method (SRM). Further information on both the SRP and SRM can be found at the "I love U Guys" foundation website.
https://iloveuguys.org/standard-response-protocol.

Adaptations for Students with Disabilities
To address the safety and well-being of all students, our school site is committed to providing appropriate adaptations and accommodations for students with special needs during safety drills and disaster response procedures. School staff are well-versed in implementing necessary adjustments to address the unique requirements of students with diverse needs, including those with physical, sensory, or cognitive challenges.

School disaster response plans consider the evacuation, transportation and medical needs of students with diverse needs in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with disabilities. These additional safeguards are outlined below. All listed items are in alignment with applicable building and fire codes in place at the time of construction or renovation.

Staff will review all paths of travel and potential obstacles in order to:
Know the school grounds, paths, exits, and potential obstacles; and Determine appropriate primary and secondary paths of exit to be used during emergencies; and Compile and distribute evacuation route information to be used during an emergency.
Site and District staff will work together to install and maintain appropriate signage and alarms including:
Evacuation/exit signage; and Emergency notification devices such as lighting and audible alarms.
Identify students and staff with special needs and the type of assistance they will require in an emergency. To assist in this process the school will:
Discuss evacuation accommodations with staff; and Implement these accommodations during practice drills; and Modify plans as needed.
Train staff on general evacuation procedures including procedures for checking that each student with special needs is accounted for during an evacuation
Drill safety response plans with students and staff throughout the school year in order to solidify practices and identify areas for improvement

Recognizing the importance of individualized care, parents and guardians are encouraged to reach out to the school principal if they wish to discuss their child's specific needs further. The school is dedicated to fostering open communication and collaboration between educators and parents to ensure that every student, regardless of ability, can confidently and safely navigate emergency situations within the school environment.

Public Agency Use of School Buildings for Emergency Shelters
In the event of a public disaster, Western Placer Unified School District will coordinate with the Placer County Office of Emergency Services, local agencies, and the Placer County Office of Education in order to respond the the emergency. Each teacher is responsible for the safety of their assigned class. Support staff (RSP, RSP Aide, SLP, School Psychologist, ISP) are assigned as an additional adult to classes that are in need (a sub present) or to the Transitional and/or Kindergarten classrooms in an emergency. In an emergency our SDC students are well supported at a ratio of 4 students to 1 adult (4:1) both in the classroom and during an evacuation. Depending on the time of day, that ratio goes down to 2 students to 1 adult (2:1) after the Transitional Kinders leave at 11:20 each day.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
These disciplinary guidelines for Western Placer Unified School District were developed for all schools within the district. Fully aligned with California Education Code and Board Policy, these guidelines are meant to provide direction to administrators and to ensure that school rules are enforced in a fair and consistent manner. These disciplinary guidelines are used for incidents that occur on school grounds, during the lunch period (whether on or off campus), during all extracurricular and co-curricular functions, and on the way to and from school and/or school functions.

To the extent possible, administrators shall use disciplinary strategies that keep students in school and keep them participating in the instructional program. Suspension or expulsion from school will occur when students' presence causes a danger to themselves or others, when other means of correction have failed to bring about proper conduct, or when students commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, (Education Code 48900.5; WPUSD Board Policy 5144).

WPUSD MUST suspend AND recommend for expulsion for the following offenses:
Possessing, selling, or furnishing a firearm 48915 (c)(1)
Brandishing a knife at another person 48915 (c)(2)
Selling drugs 48915 (c)(3)
Sexual assault/battery 48915 (c)(4)
Possession of an explosive 48915 (c)(5)

Additionally, a student may only be suspended upon a first offense if: (a) the principal or superintendent determines that the student's presence causes a danger to persons; or (b) if the student committed any of the following violations under Education Code section 48900, subdivisions (a)-(e):

Caused, attempted to cause, or threatened to cause physical injury to another person;
Willfully used force or violence upon the person of another, except in self defense;
Possessed, sold, or otherwise furnished a firearm, knife, explosive or other dangerous object;
Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance;
Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage or intoxicant of any kind to a person; or
Attempted to commit robbery or extortion.

As these guidelines address grades 6-12, consequences may be assigned differently based on a student's age and maturity level. Additionally, each administrator must consider the following when determining the appropriate consequences:
Prior disciplinary records (including the nature of prior misconducts, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each prior incident)
Nature, severity and scope of the behavior
Circumstances/context in which the conduct occurred
Frequency, duration, and intensity of the behavior

Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with Board Policy and California Education Code.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Administration or designee shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The administration or designee shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])
Policy 4119.11: Sexual Harassment

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:
Providing training to employees in accordance with law and administrative regulation

Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

Ensuring prompt, thorough, fair, and equitable investigation of complaints

Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments
The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel:

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code may be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms:

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

The dress of students has an impact on the overall school environment. As a result, we ask that students wear clothing that is comfortable, clean, in good repair1, and weather appropriate. Students whose clothing does not meet the criteria or the requirements below or whose appearance is disruptive to the educational environment will be asked to call home and will be permitted to return to the classroom when the appropriate corrections are made.

- Students may wear hats outside. Brims must be straight forward. Hats should not be worn when inside rooms/buildings

- Students must wear shoes at all times. Shoes must be safe and appropriate for P.E. and outside activities. Heels must be low and all shoes must have backs or back straps on them.

- Clothing that exposes the midsection or underclothing are not allowed. Underclothing must be concealed at all times. Clothes shall be sufficient to conceal undergarments at all times even when reaching up over their head. See-through or fishnet fabrics are prohibited unless an undershirt is also worn.

- Spaghetti straps (less than 2 finger widths), low cut tops, or halter-tops (straps that connect to a single point on the front and/or back of the shirt) are not allowed.

- Tights and/or shorts are recommended to be worn under dresses.

- Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or that advocates racial, ethnic or religious prejudice or use of drugs and/or alcohol. (Western Placer Unified Board Policy AR5132).

- Pants are to be worn above the hip point and need to stay up without a belt. The pant length must be above the ground.

- Skirts and shorts shall be no shorter than mid thigh.

- Students may not wear accessories that could pose a threat to the physical well-being and safety of themselves or others. Accessories not allowed include body piercing (except for ears), ink markings, make-up, chains, or chokers or bracelets with studs.

- In the case where a bathing suit is to be worn, we encourage suits that provide appropriate coverage and will allow children to be comfortable during water play.

1Good repair is defined as not having tears or holes above the knees (patches are OK). Pant and shirt bottoms should be hemmed or have all frayed strings removed.

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

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the district may utilize consultants to conduct periodic inspections of the school. Any problems associated with safe ingress and egress will be addressed immediately.

LCE implements the Greeter & WatchD.O.G.S programs to assist with morning and afternoon drop-off and pick-up. The parking lot has been marked with cones to direct traffic safetly. One lane for dropping off or picking up and the second lane for exiting the parking lot. Families drop-off students at the curb without getting out of the car to ensure a steady flow of traffic and he Greeters open and close car doors so students can exit safetly onto the sidwalk, allowing the flow of traffic to continue quickly and safetly. Many families park and walk onto campus to drop-off and greet their children at the gate. WatchD.O.G.S also come on campus at lunch and for events to help support safety.

Staff is trained on all safety drills and how to relocate their students and themselves each year. Drills are held each month. LCE has two evacuation locations to enssure one will be available in the event of an emergency.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
School Culture and Climate: Implementation of Positive Behavior Intervention Systems (PBIS)

Element:
Social Emotional Component in support of improved academic achievement

Opportunity for Improvement:
Continue to refine implementation of the Multi-Tiered Systems of Support (MTSS) intervention systems and refinement of the PBIS in support of all students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide every student with the social emotional supports needed.	School Phsychologist check-ins as needed. Full MTSS & PBIS Teams meet monthly to address needs school-wide based on data and referrals.	MTSS & PBIS Teams, District MTSS Coordinator support, & School Psychologist support.	School Psychologist & Administator	Monthly meetings and data monitoring.
Implement PBIS system through Morning Meeting (classroom lessons), school-wide reward, and incentive system - "Colt Tickets".	Retraining staff on the PBIS program. Continue with weekly drawings for rewards. At each assesmbly provide a "second chance" drawing.	MTSS & PBIS Teams planning & implementation of protocols	MTSS & PBIS Teams (includes administor)	Monthly/Year End Review
Individualize student supports for each classroom.	Monthly MTSS meeting with each grade level team to provide focused support, for students by name.	MTSS & PBIS Teams, District MTSS Coordinator support, & School Psychologist support.	MTSS & PBIS Teams (includes administor)	Monthly/Year End Review
Implementation of positive discipline protocols to build self-regulating, kind, positive character skills in all students	When needed, support students in understanding the reason behind corrections or rules. Building positive character and empathy for others. Utilize Morning Meetings to address current behavioral issues.	PBIS Teams & Administator's discipline process	Teachers, Campus Supervisors, & Administrator	PBIS monitoring of behavioral issues & Suspensions
Student leadership opportunities: Student Greeters, Ambassador Program, & Student Senate	Annual development of 4th & 5th grade Greeter Team. Student Ambassadors are selected from outstanding Greeters and observed role model behaviors. Two students in 4th and 5th grade are selected to represent LCE in the Superintendent's Student Senate Committee which provides the opportunity to hear student's perspective and allows them to provide input in district and site decisions.	Student Leadership Ambassador program led by Student Body Advisors, PBIS Team, Administrator, & District Superintendent	Student Body Advisors, PBIS Team, Administrator, & District Superintendent	Implementation of all three programs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Hold PBIS assemblies that bring a focus to positive character traits each month.	Leadership Ambassadors run assesmblies that focus on a character trait for the month. Students do a skit, role play, or game focused on the trait or to build school connectedness. Staff look for the trait throughout the month and reward students with Colt Tickets when observed.	Student Leadership Ambassador program, Student Body Advisors, PBIS Team, Administrator	Student Body Advisors, PBIS Team, & Aministrator	Annual review and program development
Input from students, parents, & staff regarding student behaviors and a safe campus.	Implement surveys every other year to collect input data.	Analize data in MTSS, PBIS, Leadership Team, & Community meetings.	School Psychologist & Administator	Analisis of data and develop plans to address areas of need.

Component:
Maintain a safe environment for learning (Physical Environment)

Element:
Creating a physical environment that ensures school-wide safety

Opportunity for Improvement:
Update the procedures and address physical environmental needs to ensure a safe school environment. Continue to train on roles and responsibilities.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Develop and update Safety Plans	Current school safety plan	Director of Student Services	Governing Board Review & Approve Safety Plans each school year (by Dec. 1).
Behavioral Threat Assessment Training has been provided to all school sites, district departments and central office staff.	Behavioral Threat Assessment Training by proffessionals in conjunction with the police department.	Current School Safety Plan	Director of Student Services	Attendance and application of protocols
Ensure student safety by practicing emergency drills with students and staff monthly.	Conduct unannounced emergency drills: Fire, Lock Down, Hold, Secure, Shelter, including Earthquake Drills	District Safety Team which includes LPD, & Site Level Safety Team	School Site Administrator & School Site Emergency Teams	Annual Emergency Drill Documentation
Provide Staff Development for Roles/Responsibilities during site emergency. In an emergancy: Support staff will be assigned as an additional adult to classes that are affected in the emergancy or to the Transitional and/or Kindergarten classrooms. Our SDC students are well supported at a ratio off 4 students to 1 adult both in the classroom and during an evacuation. Depending on the time of day, that ratio goes down to 2 students to 1 adult after the Transitional Kinders leave.	Develop Roles and Responsibilities Tasks	Time during Leadership & Staff Meetings	School Site Administrator & School Site Emergency Teams	CSSP Plan Incident Command Structure District/Site Emergency Procedures
Update and maintain bell, PA & Fire Alarm Systems.	Test and maintain systems at regular intervals	Maintenance & Operations Department	Director of Maintenance & Operations Department	Annual Review

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Western Placer Unified School District Student Conduct Code

Conduct Code Procedures
The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law. Site administration has a copy of the discipline matrix to guide them on student violations and consequences.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

(K) Hate Crime Reporting Procedures and Policies
Procedure:
The Board of Trustees is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

~Includes the development of social-emotional learning
~Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
~Explains the harm and dangers of explicit and implicit biases
~Discourages discriminatory attitudes and practices
~Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior. When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:
~Promotes an understanding of diversity, equity, and inclusion
~Discourages the development of discriminatory attitudes and practices
~Includes social-emotional learning and nondiscriminatory instructional and counseling methods
~Supports the prevention, recognition, and response to hate-motivated behavior
~Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct. Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

~Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.
~A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.
~Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.
~A Uniform Complaint Procedure (UCP) is a written statement alleging unlawful discrimination, or failure to comply with a violation of a federal and/or state law in regards to specific categorical programs.

UCPs:
Must be filed in writing using the UCP Form and submitted to the district compliance officer
Must be investigated and resolved within 60 calendar days of receipt
May be appealed to the school board
All parties are notified when a complaint is filed and a decision is made

UCP Complaint Forms can be found at the district website under Personnel Complaints and Concerns

Policy:
The Board of Trustees recognize that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

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.

Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing

Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is agreeable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(J) Procedures to Prepare for Active Shooters

Western Placer Unified School District used the K12 Standard Response Protocol (SRP) for all emergency situations. During an active shooter situation classrooms would go into lockdown. Students and staff that are outside can either find a classroom to lockdown in or if safer, leave the school site entirely (Run, Hide, Fight strategies). The following procedures should be followed in the case of a active shooter or suspected individual, personnel should immediately notify the principal or designees, who becomes the site incident commander.

1. Incident commander or other staff will initiate the school into lockdown.
2. 9-1-1 will be called and remain on the line until it is no longer safe to do so, SRO's will also be notified.
3. The district safety team will be notified of the threat (ALERTUS) or other means if necessary.
4. The district safety team will follow specific roles to support school site and work with local emergency agencies.
5. Staff will keep students safe though locks, lights, and out of site.
6. Reunification will occur through the standard reunification method (SRM).

Western Placer Unified School District uses the STOPit App and GoGuardian to monitor for possible threats. All possible threats are investigated with a behavioral threat team and local law enforcement. All threats are taken seriously and will be immediately investigated by administration in coordination with local law enforcement. WPUSD and Lincoln Police use a Behavioral Threat Assessment when investigating possible threats. In addition, Placer County Office of Education provides additional resources to support threats against schools or individuals. Ongoing training and drills occur for Western Placer Unified Staff and Lincoln Police/Fire to prepare for this type of incident.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying – The staff of Lincoln Crossing Elementary School and The Board of Trustees (BP 1531.2 Students) “recognize the harmful effects of bullying on student learning and school attendance and desire to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.”

A person is being bullied when they are exposed, repeatedly over time, to negative actions on the part of one or more persons. Forms of bullying can include, but are not limited to: physical, verbal, and cyber bullying. Bullying is differentiated from other aggressive acts in the following ways:
~The student who bullies intends to harm
~There are multiple incidents
~The imbalance of power makes it difficult for the child who is being bullied to defend him/herself
~~ The imbalance of power can be physical. The student who bullies can be older, bigger, stronger, or several children can gang up on a single child.
~~The imbalance of power can be psychological, which is harder to see, but just as potent. The student who bullies can have more social status or a sharper tongue, for instance.
~"Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation."

At Lincoln Crossing, we "shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying."

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) After an investigation has been conducted by school staff, corrective actions for a student who commits an act of bullying will be taken. These actions may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include loss of electronic access, suspension or expulsion in accordance with district policies and regulations.

Opioid Prevention and Life-Saving Response Procedures
Opioid Overdose Protocols (SB 10)
Naloxone (Narcan) is a life saving opioid antagonist, used to help reverse the effects of an opioid overdose. Opioids are natural, synthetic, or semi-synthetic chemicals that interact with the opioid receptors in the brain and body. Examples of opioids are hydrocodone, morphine, codeine, fentanyl, and heroin. An opioid overdose occurs when an excessive amount of opioids are absorbed in the body causing injury to the body. Naloxone works by blocking the opioid receptor sites, thereby reversing the toxic effects of the overdose quickly. There are few known adverse effects of Naloxone and no potential for abuse. There are no weight or age-based limits and it is latex free.

In order to treat students, staff, or community members suffering from or reasonably believed to be suffering from an opioid overdose each school has access to one box (two doses) of Naloxone. Naloxone is housed in a wall-mounted box. At Lincoln Crossing Elementary both the AED and Naloxone are kept in the front office.

Signs of an opioid overdose, include but are not limited to:
Damp/Clammy, cold, and/or pale skin
Blue lips, skin, or fingernails
Pinpoint pupils (small, constricted pupils)
Slow or erratic heart rate
Slow or irregular breathing
Unresponsive to voice or touch
Snoring or gurgling sounds coming from the mouth

Protocol for Naloxone Use:

1. Identify that a person is experiencing an overdose (see symptoms above). Shake their shoulders, shout their name/"Hey are you okay", rub a closed fist up and down the front of the ribcage (along the sternum)
2. If the person does NOT respond, activate the emergency response protocol, have someone call 911, and tell the operator you have a person with a potential opioid overdose. If the person is a student, contact the parent/guardian immediately
3. Administer a dose of naloxone into one nostril based on your training from the district nurses
4. Check for breathing and pulse
a. If the person is breathing - put them in the recovery position
b. If the person is NOT breathing but has a pulse - Give rescue breaths
i. Place the face mask over the person's mouth and nose
ii. Tilt their chin up to open the airway
iii. Give 2 deep and slow breaths (blow enough air to make the chest rise)
iv. Give breaths every 5 seconds until spontaneous breathing resumes
c. If the person is NOT breathing and does NOT have a pulse - administer AED
5. Check for responsiveness after administration (shake their shoulders,
shout their name/ "Hey are you okay", rub a closed fist up and down the front of the
ribcage (along the sternum)
6. If they have little to no response, administer a 2nd dose of Naloxone in the opposite nostril.
7. If the person is still not breathing administer CPR
Training for staff will be offered by the School Nurse at least once per school year. During
training the School Nurse presents:
Techniques for recognizing signs and symptoms or suspected opioid overdose; and
Emergency response and procedures (outlined above) for an unresponsive person;
and
The California Department of Public Health Naloxone video; and
The location of Naloxone on the school campus; and
Standards and procedures for storage, reporting, restocking, and emergency use of
Naloxone.

Response Procedures for Dangerous, Violent, or Unlawful Activities
Responding to Dangerous, Violent, or Unlawful Activities (SB 671)

Western Placer Unified School District trains appropriate staff on the implementation of procedures to assess and respond to reports of any dangerous, violent, or unlawful activity being conducted or threatened to be conducted at school or a school sponsored activity.

For reports of potential dangerous, violent, or unlawful activities school site's implement a Behavioral Threat Assessment (BTA) process. BTA is a systematic approach to violence prevention and can be initiated by any student, staff, or community member by making a report to the school principal/designee or through our anonymous Stopit reporting app. A behavioral threat assessment intends to best anticipate school violence in order to prevent its occurrence.

Behavioral Threat Assessment is conducted by a team and should contain, at a minimum, a site administrator (site principal), a school-based mental health professional (counselor/school psychologist), and contacting one of the district's SRO's. Additionally administrative support (ex: District Office Staff) may be added to the team. All staff serving as BTA team members receive training and have access to all protocols and documentation for BTA.

The BTA team uses a systematic approach for reviewing and responding to potential threats.
The steps of BTA include:
1. Referral*
2. Behavioral Threat Assessment Screening
3. Contact Law Enforcement
4. Information Gathering
5. Information Analysis and Determination of Threat Level
6. Development/Implementation of an Intervention Plan

*If a referral indicates that there is immediate danger or an imminent safety concern the BTA process would be put on hold and 911 would be called.

Should an immediate danger be present, the school would use a responsive approach. As a first step, 911 would be called. In addition to our standard responses—shelter-in-place, evacuation, and lockdown—WPUSD has worked collaboratively with Lincoln Police and drill regularly in response to this type of event. Lincoln police and WPUSD have an MOU to allow Police to access our campuses (key access in their possession), cameras, and student data bases during an emergency. In addition staff has been trained in the use of the Standard Response Protocol (SRP) and to respond through run, hide, fight.

Instructions on how to stay safe at school, including what to do if a dangerous person enters campus, are provided to students annually by their classroom teacher. Students are provided with active threat response information using developmentally appropriate lessons. Parents are informed of threat response lessons and provided with access to both the lessons and resources for discussion at home.

Instructional Continuity Plan
Effective Date: July 1, 2025

Purpose:
To ensure all students have access to quality education during emergencies that disrupt normal school operations, including the provision for in-person learning at alternative locations whenever possible.
Key Components
1. Transition to Distance Learning

*Technology Integration:
Western Placer Unified School District operates on a 1:1 device ratio, ensuring all students and staff have access to mobile devices for remote learning.
Wifi hotspots will be provided to families who require internet access.

*Instruction Start Time:
Remote instruction will commence within 10 days of an emergency, leveraging digital platforms such as Google Classroom, Schoology, iReady Learning, and others.

*Flexible Scheduling:
A combination of synchronous and asynchronous learning will accommodate students' varied needs. Flexible scheduling may be implemented to ensure access despite time or resource limitations.

2. Communication Plan

*Emergency Notification:
ParentSquare and Schoology will be used to communicate with families within five days of the emergency, providing clear instructions about the transition to distance learning.

*Ongoing Updates:
Families will receive regular updates through email, text messages, and the district website.

3. Instructional Delivery Options

*Distance Learning:
Teachers will use Google Meetings to conduct virtual classes, supplemented by other approved platforms like Kami, Pebble Go, and Edgenuity. Work packets will be available for families with limited technology access.

*In-Person Learning at Alternative Locations (When Feasible):
Partnerships with Local Facilities: Collaborate with community centers, libraries, and places of worship to establish safe learning spaces.
Temporary School Sites: Utilize unaffected district schools, neighboring districts, or college campuses as alternative locations.

Outdoor Learning: Set up outdoor classrooms in parks or other open spaces, considering safety and weather conditions. This could include the use of the Western Placer Unified School Districts Outdoor Learning Environment (OLE) or The Lincoln High School Farm.

4. Equity and Accessibility

*Special Education:
Services will continue remotely, with accommodations aligned to IEP requirements. Staff will coordinate with families to modify support as needed.

*Mental Health Support:
Counselors, psychologists, and behaviorists will provide online office hours to support students and families. Appointment sign-ups will be facilitated through ParentSquare.

5. Instructional Tools and Resources

*The district will utilize a robust suite of platforms, including:
Google Classroom
Schoology
Performance Matters
iReady Learning
iStation
ALEKS
Screencastify
Pebble Go
Edgenuity
Seesaw
Quizlet

6. Evaluation and Flexibility

*Blended Learning Models:
Depending on the emergency, the district may employ a hybrid model incorporating remote and in-person instruction.

*Continuous Feedback:
Parents, students, and staff will be surveyed to ensure the plan's effectiveness and to make timely adjustments.

By combining flexible remote learning options with innovative solutions for in-person learning, this plan ensures continuity of education while addressing the diverse needs of Western Placer Unified School District's students and families during emergencies.

Safety Plan Review, Evaluation and Amendment Procedures

The school site Safety Plan will be reviewed, evaluated, and amended (if necessary) in the fall of each school year by site administration. Pursuant to Education Code Section 53294.6[a]. An opportunity for public comment on this plan is provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection at wpusd.org under the Safety Concern tab , then Comprehensive School Site Safety Plans.

Safety Plan Appendices

Emergency Contact Numbers

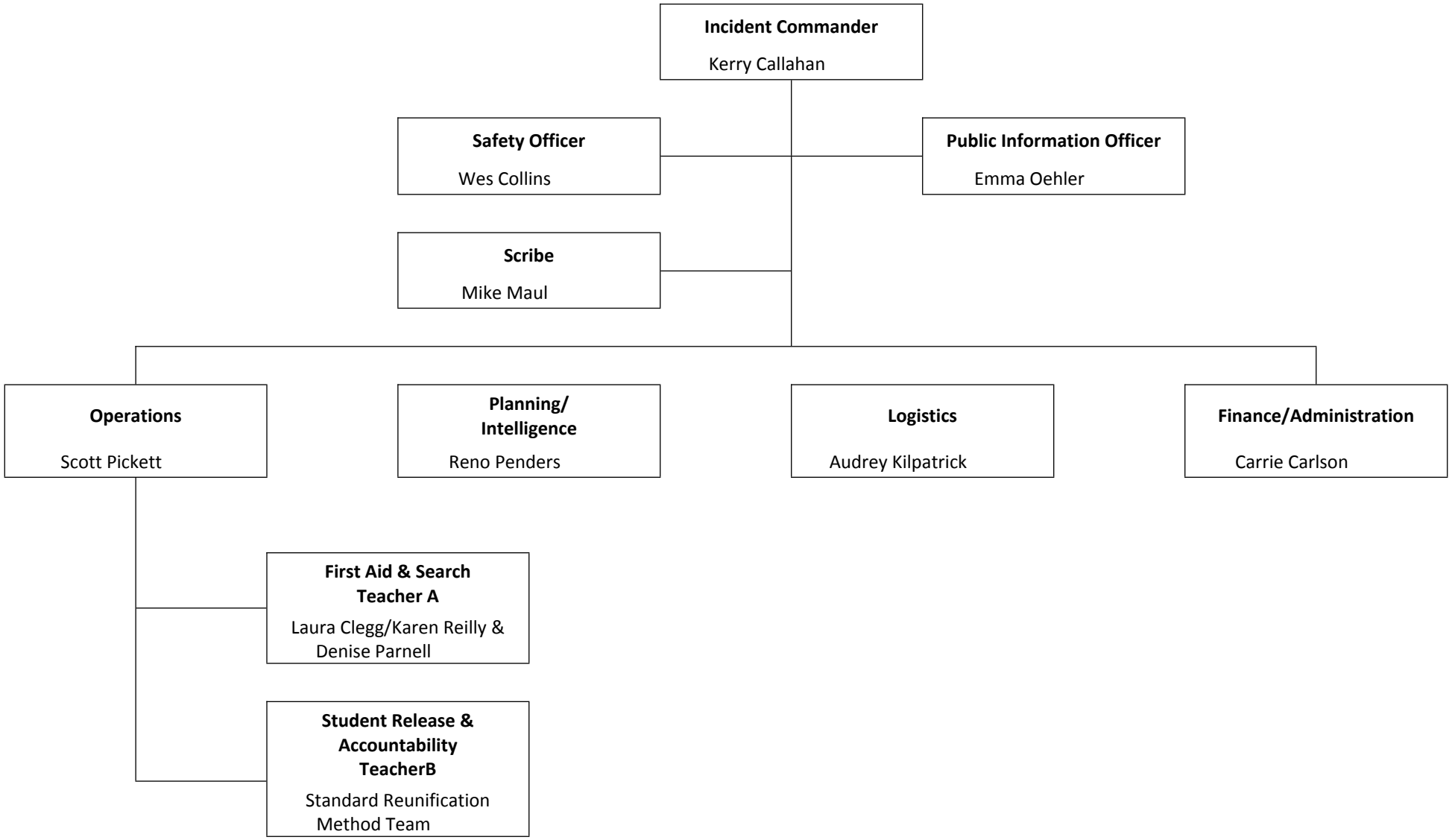
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Placer County	911	Standard Emergency Number
Law Enforcement/Fire/Paramedic	Lincoln Police Department	(916) 645-4040	Local Dispatch for police and fire
Public Utilities	Utilities - City of Lincoln	(916) 645-3314	City of Lincoln Public Works
School District	WPUSD	(916) 645-6350	District Office
Law Enforcement/Fire/Paramedic	Placer County Sheriff	(530) 889-7800	Sheriff's Office
Law Enforcement/Fire/Paramedic	Placer County Probation	(530) 543-7400	Probation
Local Hospitals	Sutter Roseville Emergency	(916) 781-1800	Local Emergency
Local Hospitals	Kaiser Roseville Emergency	(916) 784-4050	Local Emergency
American National Red Cross	Gold Country Region	(916) 993-7070	Emergency Support

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Principal review with site Safety Committee	9/30/2024, 10/7/2024, 2:50	Safety Committee
Principal review with school site council	10/8/2024, 4:00	At the School Site Council Meeting (SSC)
Principal review with Staff	10/1/2024, 2:50	All Staff

Western Placer Unified School District Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

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 Safety Team - Site Item is free to support the site and assist district team as needed in the event of an emergency.

ASSIGNMENT with Roles and Responsibilities
Incident Commander
Kerry Callahan
Office # (916) 645-6351

The WPUSD Incident Commander (IC) is responsible for the overall management of the WPUSD responsibilities during an 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 Office# (916) 645-6350

Planning/Intelligence Official
Reno Penders
Office # (916) 645-6350

Coordinate and provide support to the Incident Commander (IC). Decide on a priority basis what must be done and inform/consult with IC and emergency personnel. 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 De Graw Office # (916) 645-6353

Logistics Chief
Audrey Kilpatrick
Office # (916) 645-6350

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 Office # (916) 645-6350

Liaison Official
Mike Maul
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: Emily Ortiz Office # (916) 645-6350

Public Information Officer
Emma Oehler
Office # (916) 645-6354

Works in direct collaboration to ensure that messaging is accurate and timely. The officer will stay with the incident command for the entire incident and update the liaison officer with approved messaging. All follow up messaging will go through IC and the public information officer. Officer communicates with the head of the district office, school board, and district admin.

- Back- Up: Mike Maul Office # (916) 645-6350

Operations Officer
Scott Pickett
Office # (916) 645-6345

Establishes strategy and specific tactics to accomplish goals and objectives set by command. Coordinates and executes strategies and tactics to achieve response objective. Point of contact to help field questions from public at the district office.

Technology Supports
Kevin Perry
Office # (916) 645-5175

Supports all sites by managing and keeping technology working during a crisis. Creates access to outside agencies for critical information sharing.

- Back-Up: Austin Dirks Office # (916) 434-3737

Crisis Response Team Officer
Ellie Martinez
Office # (916) 645-6350

Gathers critical information and uses district staff to provide emotional support for students, staff, and family after the incident. Connects with outside agencies to provide additional support as needed.

- Back-Up: Vincent Hurtado Office # (916) 434-3708

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
The first response to an emergency is to determine the type of emergency that has taken place. Once the type of emergency has been identified sites will determine if they need to implement an action from the Standard Response Protocol (SRP).

Step Two: Identify the Level of Emergency
Level 1 - A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury on the play yard.
Level 2 - A moderate emergency that requires assistance from outside agencies, e.g., a fire on campus, major medical incident, or a person who needs to be removed from campus.
Level 3 - A major emergency that requires assistance from outside agencies, e.g., an intruder on campus, an act of violence against the school, an emergency requiring an immediate evacuation.
For a level 2 and 3 emergencies 911 should be called immediately, response time may be delayed with outside agencies.

Step Three: Determine the Immediate Response Action
Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. School personnel will respond with the appropriate action from the SRP if necessary.

Hold is followed by the directive: "Hold in youur room"(X3).
Secure is followed by the directive: "Get inside, lock outside doors" (X3).
Lockdown is followed by the directive: "Lockdown-Locks, Lights, Out of Sight" (X3).
Evacuate is followed by the directive: "Evacuate to your playground location" (X3).
Shelter is followed by the directive: "Shelter in place, business as usual" (X3)

Step Four: Communicate the Appropriate Response Action
Once the type of immediate response is determined, the site administrator or designee (incident commander) will inform the site's staff which response action to take. The appropriate method of communication will be communicated over the All Call system and staff will implement the appropriate response action as directed. The goal is to remain calm and be direct, as well as clear with any directives. All directives are repeated "3 times". Additionally two way radios, and/or through email/text communication may be used. An emergency spreadsheet is completed by each staff member when the Lockdown response is inacted, as the goal is to remain silent.

Types of Emergencies & Specific Procedures

Aircraft Crash
The administration or designee will initiate appropriate actions which may include, Shelter in place, or Evacuate depending on the nature of the accident, the location of damage, and the existence of any spills/fires that may of occurred because of the crash. The district safety team will be notified in order to support the incident.

Animal Disturbance
The administration or designee will initiate appropriate actions with the presence of a dog, coyote, mountain lion, bear, or any other wild animal that threatens the safety of the students and staff. Appropriate actions may include Hold, Secure, or Lockdown depending on the situation and location of the animal. The district safety team will be notified in order to support the incident.

Armed Assault on Campus
The administration or designee will initiate appropriate actions which may include Lockdown or Evacuate depending on the nature of the incident, local law enforcement will be immediately notified to nutralize the threat. The district safety team will be notified to support the site, activate incident command and implement the Standard Reunification Method.

Biological or Chemical Release
This is an incident involving the discharge or a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck or tanker in proximity of the school. The following indicators may suggest the release of a biological substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead bird. The administration or designee will initiate appropriate actions which may include Hold, Secure, Shelter, or evacuate. The district safety team will be notified in order to support the incident.

Bomb Threat/ Threat Of violence
This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a rick of an explosion. The person receiving the threat should try to keep the person on the phone as long as possible, while having another staff member contact law enforcement. Staff should ask the caller questions in order to fill out the Bomb Threat cards. DO NOT HANG UP, even if the caller does. The administrator or designee will initiate appropriate actions, which may include Hold, Lockdown, Secure, or an Evacuation. Law enforcement will be contacted immediately to help assist with the level of threat. The district safety team will be notified in order to support the incident.

Bus Disaster
These procedures are for use by bus drivers and school administration in the event of a serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Secure, Shelter, or Evacuate the bus. The district safety team will be notified in order to support the incident.

Disorderly Conduct
This involves a student, staff member, or visitor exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lockdown, or Evacuatation. Depending on the level of disorderly conduct, the administrator or designee may contact the SRO or Lincoln Police for support. The district safety team will be notified in order to support the incident.

Earthquake
The first indication of a damaging earthquake may be a gentle shaking, 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.

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a minor tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Shelter in place followed by an Evacuation to an appropriate location. The district safety team will be notified in order to support the incident.

Explosion or Risk Of Explosion
This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school. The administrator or designee will initiate appropriate actions which may include Shelter, Lockdown, or Evacuate depending on the situation. The district safety team will be notified in order to support the incident.

Fire in Surrounding Area
This procedure addresses the situation where a fire is discovered on an area adjoin the school. The response actions should take into consideration the location and size of the fire, it proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate the appropriate actions, which may include Shelter or Evacuate. This is dependent of the scope of the fire, the threat to the school, and guidance from local emergency agencies. The district safety team will be notified in order to support the incident.

Fire on School Grounds
This procedure addresses situations where a fire is discovered on school grounds by a person or an alarm is triggered. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire or alarm, teachers or staff will direct all occupants out of the building and report to their evacuation location, as well as notify the office about the fire which will trigger the administrator or designee to immediately initiate the Evacuation response action and call 911 for immediate assistance from the fire department. The district safety team will be notified in order to support the incident.

An Evacuation Drill (Fire Drill) is held each month. Upon hearing the alarm/announcment, administration or designee will initiate the Evacuate order, teachers and staff are to evacuate the classroom on the designated path to the evacuation area. Teachers are to take their Emergency Bags and report to their designated area. Once their they take attendance and have the first student in line hold up their name sign. Displaying the white side if all students are present or the red side if students are missing. Administration (or designee) and/or office staff take role of each class. If staff or students are missing, radio the other location to see if they are with them.

In case of a missing student or staff, a search for the student or staff member is initiated by administration or designee, with the su[pport of custodians and office staff..

The teacher is responsible for the orderly manner in which students conduct themselves during the Evacuation Drill. All students and staff are to remain silent walking in line to the evacuation location.The "All Clear" will be announced over the PA system.

In the Event of a Fire:

In case of a fire, staff will notify the front office immediatly. The site will be notified to evacuate by the fire bell or an All Call announcement through 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.

Upon hearing the fire alarm, the teacher will:
Secure the emergency bag and emergency list
Escort students from the room
Walk to the predetermined location
Maintain control of students during the evacuation, keeping them silent so directions can be heard when needed
Take roll of students once class has arrived at the predetermined location
Display the name card with white (all students accounted for) or red (students missing) showing
Await further direction

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

Flooding
In the event of a flood, the administration or designee will determine whether or not to institute one of the standard response protocols. If the flooding is specific to a classroom the site should work with maintenance to mitiagate the situation. If the flooding is on a larger scale sites may need to implement an Evacuatation or Secure procedure depending on what is safer for students and staff. The district safety team will be notified in order to support the incident.

Loss or Failure Of Utilities
This addresses situations involving a loss of water, power or other utility on school grounds. The administrator or designee will reach out to maintenance to address the scope of the problem and a timeframe for repairs if needed. For failures outside of the school, backup power systems will run for an hour. For times moving past this, sites can work with the District to have generators brought on site to keep systems up and running. The administrator or designee will initiate appropriate actions, which may include Shelter or Evacuation. Depending on the time and scope of the failure, students may be let of out school early to keep staff and students safe.

Motor Vehicle Crash
This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to the school property. Given the nature of the crash, there may be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Shelter, Lockdown, or Evacuation. Local emergency agencies should be contacted as necessary. The district safety team will be notified in order to support the incident.

Pandemic
In the event of a pandemic outbreak, the school administration or designee, along with the guidance from the Superintendent, school nurse, and county health, will determine whether to continue face to face instruction or move to a distance learning format.

Psychological Trauma
When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student, or staff member; an earthquake or other natural disaster; a serious environmental problem; or social tensions, he or she will contact the district safety team to request the services of the psychological crisis response team. Emergencies like those listed above usually produce one or more of the following conditions; temporary disruption of regular school functions and routines, significant interference with the ability of staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon the physical safety of those involved has been met, attention must turn to meeting the emotional and psychological needs of students and staff.

Suspected Contamination of Food or Water
This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination be district office staff or local agencies. Indicators of contamination may include unusual odor, color, taste or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will notify the district safety team of

the problem and work together to address the issue. The food services director and district nursed will also be notified and provide supports as needed for the situation. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals intentionally contaminating the food or water source.

Tactical Responses to Criminal Incidents

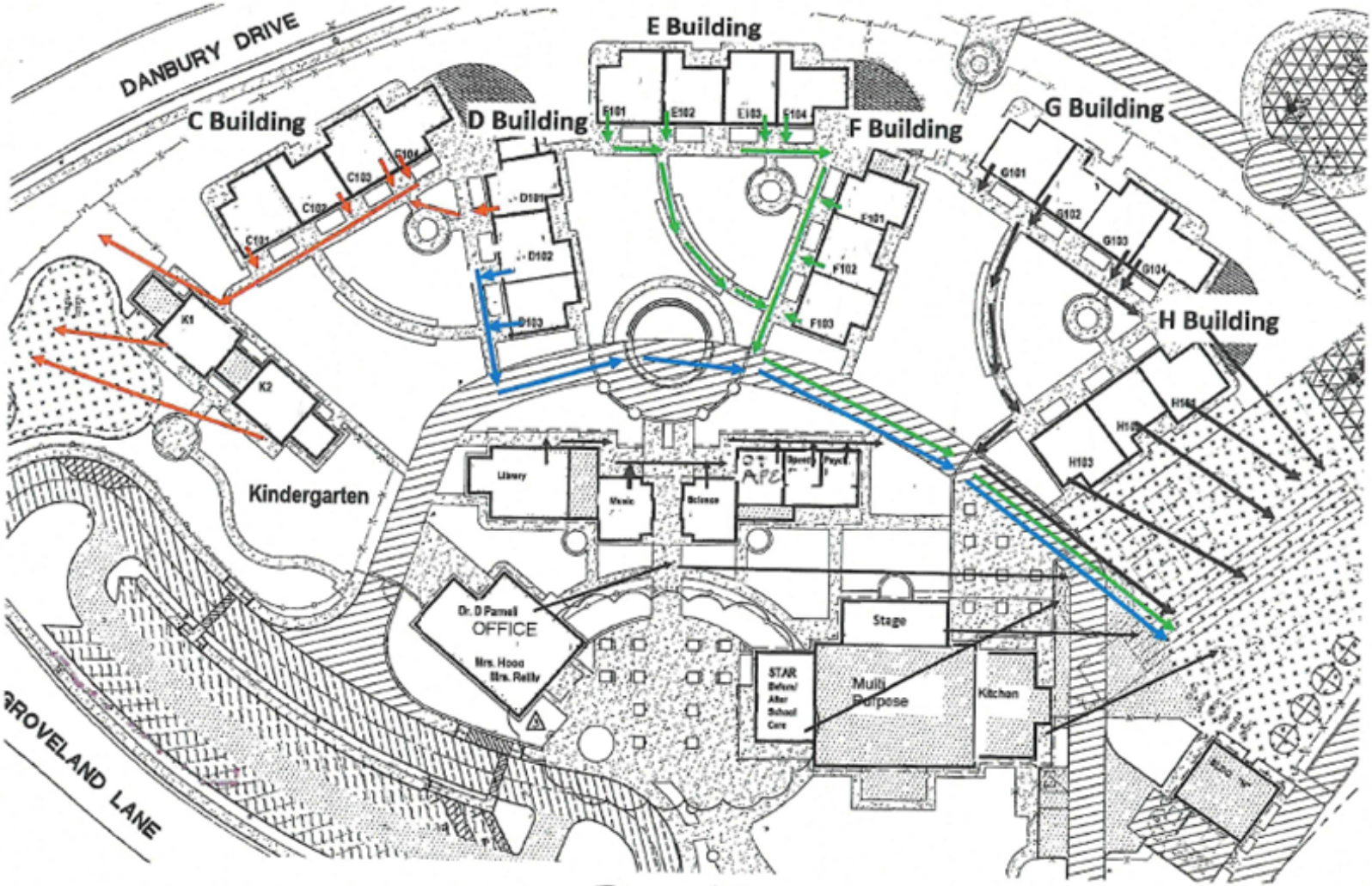
Depending on the nature of the incident, the school administration may determine that one of the standard responses, such as a Lockdown, is necessary. The administration or designee will coordinate with Lincoln PD, including the SRO to respond to the incident. The district safety team will be notified in order to further support the incident. Lincoln Police trains for tactical responses at school sites in Western Placer Unified School District for criminal incidents.

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. A walkout is considered symbolic speech and protected under the First Amendment, but student speech can be limited if it disrupts the educational process, and generally students leaving class would be considered disruptive to the education environment and schools can regulate this activity. Upon indication that an unlawful demonstration or walkout is to begin, staff should immediately notify the administrator or designee. Schools must supervise students on school grounds and enforce rules necessary to protect students. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany students off campus. School administration will make the decision to discipline students for demonstration or walkout. Discipline will be within what a student would normally receive for unexcused absences and/or appropriate for the behaviors students exhibited. Students will not be disciplined to a greater extent than what they would normally receive for these actions. Schools should work with students and staff prior to any political demonstration to prepare for supervision and safety needs, and to discuss other effective ways for students to express their political views with potentially less academic disruption.

Emergency Evacuation Map

Lincoln Crossing Elementary School



Fire/Evacuation Map

LCE EMERGENCY DRILLS and PROCEDURES

FIRE DRILL	DUCK AND COVER/EARTHQUAKE	EVACUATION
<u>What you HEAR:</u> Normal fire alarm bell	<u>What you HEAR:</u> Intercom Announcement	<u>What you HEAR:</u> The fire drill bell
<u>What you DO:</u> • Line class up • Evacuate the building (see map) • During recess, meet your students at the regular fire drill line-up spot. Students must face away from the building • Take roll • Hold up a red card for any missing students (**including those in RSP, etc**) or if you need assistance. Hold up a green card for "all clear".	<u>What you DO:</u> • Get under the desk and cover back of neck with hands • Wait for instructions	<u>What you DO:</u> • Follow the fire drill protocol If the direction is given to evacuate the entire campus, exit through the closest gate and head to Tower Mart
<u>What you TAKE/PREPARE:</u> 1. Red emergency backpack 2. Cell phone	<u>What you TAKE/PREPARE:</u> 1. Red emergency backpack 2. Cell phone	<u>What you TAKE/PREPARE:</u> 1. Red emergency backpack 2. Cell phone
<u>All Clear:</u> Instructions over intercom	<u>All Clear:</u> Instructions over intercom	<u>All Clear:</u> Direction from a recognizable staff person or police
<u>Used for:</u> Fire	<u>Used for:</u> Earthquakes, air raids	<u>Used for:</u> Bomb scare, gas leak, etc.
<u>Communication:</u> Intercom, staff	<u>Communication:</u> Intercom, staff	<u>Communication:</u> Intercom, staff