

2020-21
COMPREHENSIVE SCHOOL
SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For

Western Placer Unified School
District
and

Lincoln High School

Reviewed by Site Council

November 20, 2020

Table of Contents

Section 1	Assignments, Duties, Contacts & Phone Numbers	3 – 25
	□ Alarm Shut-Off Information	5
	□ Using Radios – Channel Info	6
	□ Standard Emergency Management System (SMS)	9
	□ Incident Management Team Members	10
Section 2	Evacuation Information	15 – 26
	□ Operational Areas, On-Campus and Off-Campus Sites	15
Section 3	Local Emergency Services	27
Section 4	Incident Reporting & Initial Emergency Procedures	28 - 44
	□ General School Building Evacuation	30
	□ Response to Fire/Fire Drill	31
	□ Response to Earthquake	32
	□ Response to Threat in Neighborhood	34
	□ Return To Building	35
	□ Response to Intruder or Lockdown Alarm	36
	□ Potential Threat: Riot, Civil Disorder, Threatening Individuals	38
	□ Response to Potentially Explosive Devices/Bomb Threat	39
	□ Off Campus Evacuation Plan	41
	□ Evacuation Map	42
	□ Incident Reporting & Initial Emergency Procedures	43
	□ Student Sign Out Sheet	45
Section 5	Other Resources	46 – 50
Section 6	Site/DO Personnel Directory	51
Section 7	Site/DO Safe School Plan Data/Goals	52/53

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Shamryn Coyle- [REDACTED] COES –Megan Dickson- [REDACTED] [REDACTED] FSS – Rey Cubias- [REDACTED] FRE – Gina Pasquini- [REDACTED] LES – Reno Penders- [REDACTED] LCES–Jennifer Hladun- [REDACTED] SES – Emily Ortiz- [REDACTED] TBE–Will Middleton [REDACTED] GEMS–Lance Van Court [REDACTED] [REDACTED] TBMS–Randy Woods- [REDACTED] LHS – Mike Maul [REDACTED] PHS – Chuck Whitecotton- [REDACTED] [REDACTED]	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Lori Deschamps [REDACTED] COES – Jennifer Hancock- [REDACTED] [REDACTED] FSS – Bill Justice – [REDACTED] FRES – D.Burbage-Macaluso [REDACTED] [REDACTED] LES - Michelle Rowe [REDACTED] LCES – Pam Soha- [REDACTED] SES – Karen Roberts – [REDACTED] TBES – Cindy Hood [REDACTED] GEMS – Shanna Parker [REDACTED] [REDACTED] TBMS – Randy Woods [REDACTED] LHS – Vicki Eutsey – [REDACTED] PHS – Tracy Gruber [REDACTED]	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LES 409-2401 SES 530-633-2591 LCES 434-5292 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Dept. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Boyd Pyatt, Transportation Dir	Boyd Pyatt → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Stan Brandl, Maintenance	Mike Adell & Stan Brandl→ Maintenance & Facilities personnel as needed
Personnel (Provides Info as Needed)	Gabe Simon, Asst. Supt.	Gabe Simon → Katrina Moddelmog/Barbara Green
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Stan Brandl→Maintenance
Technology (Provides technological support)	Audrey Kilpatrick → Tsugufumi Furuyama	Tsugufumi Furuyama → Kevin Perry → Sandra House
Translation (Provides translation as needed)	Kerry Callahan →Maria Gonzalez	Maria Gonzalez → Scott Pickett → Parent Liaison

Nursing (Provides Medical Support)	Kerry Callahan → Madi Belfroid and Kelley Gordon	Madi Belfroid & Kelley Gordon → Clerks/Clerk II's
--	---	--

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt / Emma Oehler, Communications	916-645-6350	916-645-6356	██████████ ██████████	
DISTRICT OFFICE LIAISON Audrey Kilpatrick, Asst. Supt.	916-645-6350	916-645-6356	██████████	
COMMUNITY LIAISON Scott Leaman, Supt	916-645-6350	916-645-6356	██████████	
PERSONNEL Gabe Simon, Asst. Supt.	916-645-5293	916-645-6348	██████████	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Stan Brandl	916-434-5000 916-434-7268 916-645-5100	916-645-6582	██████████ ██████████ ██████████	
TRANSPORTATION Boyd Pyatt	916-645-6346	916-434-3758	██████████	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		<u>Alarm Shut-Off Info.</u> ██████████ ██████████
TECHNOLOGY Tsugufumi Furuyama Kevin Perry Sandra House	916-645-5715 916-434-3737 916-434-3737		██████████ ██████████ ██████████	
FOOD SERVICE Christina Lawson Liz Tofft	916-645-6373 916-645-6373		██████████	
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	916-645-6350 916-645-4078 916-434-5220	916-645-6356	██████████ ██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ████
NURSING Kelley Gordon RN Madi Belfroid RN	916-645-6350	916-645-5136	██████████ ██████████	
TRANSLATION Maria Gonzalez Scott Pickett Parent Liaison	916-645-6350 916-645-6350		██████████	
SCHOOL RESOURCE OFFICER Officer Steve Kreuger - LPD	916-645-4040		██████████	

Accessing Alarm Account History:

On the internet, go to "██████████". Using all Capital letters, enter the site account number. Enter your password, or use the default one, (██████████). A list of responsible parties will come up on the screen. To the left, there is a tab that says, "██████████". Left click on that tab. All recent events will be listed.

The account numbers are as follows:

CCC	██████████	SECURITY	150 E. 12 TH STREET	916-645-6390
CCC	██████████	FIRE	" " "	916-645-6390
COES	██████████	SECURITY	2030 1 ST STREET	916-645-6380
FSS	██████████	SECURITY	1400 1 ST STREET	916-645-6330
FRE	██████████	FIRE	1561 JOINER PWY	916-434-5255
FRE	██████████	SECURITY	" " "	916-434-5255
LES	██████████	FIRE	1200 BRENTFORD CIRCLE	916-409-2401
LCE	██████████	FIRE	635 GROVELAND	916-434-5292
LCE	██████████	SECURITY	" " "	916-434-5292
SES	██████████	SECURITY	4730 H STREET	530-633-2591
TBE	██████████	FIRE	2450 EASTRIDGE DR.	916-434-5220
TBE	██████████	SECURITY	" " "	916-434-5220
TBM	██████████	FIRE	770 WESTVIEW DR.	916-434-5270
TBM	██████████	SECURITY	" " "	916-434-5270
LHS	██████████	FIRE	790 J STREET	916-645-6360
LHS	██████████	SECURITY	" " "	916-645-6360
PHS	██████████	SECURITY	870 J STREET	916-645-6395
BUS	██████████	FIRE	2705 NICOLAUS	916-645-6373
BUS	██████████	SECURITY	" " "	916-645-6373
ANNEX	██████████	SECURITY	810 J STREET	916-434-5000
DO	██████████	SECURITY	600 SIXTH STREET	916-645-6350

TO PLACE YOUR CAMPUS ON TEST:

CALL IFS MONITORING STATION @ ██████████

GIVE THEM THE CORRECT ACCOUNT NUMBER OR ADDRESS OF SCHOOL

IF ASKED FOR A PASSWORD, "██████████"

Using Your ICOM or KENWOOD Radio

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

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

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

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

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

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

Ch. 1	Emergency only
Ch. 2	Transportation
Ch. 3	Maintenance
Ch 4	Food Services
Ch 5	Twelve Bridges M.
Ch 6	Sheridan
Ch 7	Creekside Oaks
Ch 8	CC Coppin
Ch 9	First Street School
Ch 10	Glen Edwards
Ch 11	Phoenix High
Ch 12	Lincoln High
Ch 13	Foskett Ranch
Ch 14	Twelve Bridges E
Ch 15	Lincoln Crossing
Ch 16	CARE (after-school)

ADDITIONAL CONTACT INFORMATION

CARE (After School Program)

Ashlie Snider, Director (cell)
916-645-5135 (office)
FSS 916-434-5038
GEMS 916-645-4020
SES 530-633-8119

HEAD START PRESCHOOL

CCC 916-645-1051
Infant/Toddler Center 916-434-3705 (Next to Phoenix High School)
FAX 916-434-3706

PCOE PRESCHOOL

1ST & I 916-645-1772
SES 530 633-2591
CCC 916-645-6390, ext 37

STAR Creekside Oaks 916-434-8085
Twelve Bridges 916-434-6542
Lincoln Crossing 916-409-0797
Foskett Ranch 916-434-5884
FRES Preschool 916-632-8417

CAFETERIA

GEMS – Food Director 916-645-6373
LHS – Kitchen 916-645-6365
CCC - Kitchen 916-645-6392
Cafeteria Clerk 916-645-6375
GEMS Cafeteria Clerk 916-645-4054
FSS Cafeteria Clerk 916-434-7283
TBE Cafeteria Clerk 916-434-5212
TBM Cafeteria Clerk 916-434-5269

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER

916-645-3300 Fax – 916-434-3735

TECHNOLOGY 916-434-3737

Tsugufumi Furuyama (cell)
916-645-5175 (office)
Kevin Perry (cell)
Jordan Shorkey (cell)
Sandra House (cell)
Kevin Sigrist (cell)
Kevin Kabkeo (cell)
Gabe Cruz (cell)

DISTRICT OFFICE EXTENSIONS

101		122	Tammy Sommer, Account Technician
102	Faviola Melendrez, District Office Clerk	123	Elide Castillo, Account Technician
103		125	Amy Pettersen, Special Projects
104	Maria Gonzalez, Superintendent Secretary	126	Debbie McKinnon, Payroll Technician
105/106	Scott Leaman, Superintendent	127	Rhia Zinzun, Payroll Technician
107	Kerry Callahan, Deputy Supt. Educational Services	128	Barbara Green, Personnel Technician
108	Christiane Gillespie, Admin Assist Ed. Services	129	Katrina Modelmog, Personnel Technician
109	Audrey Kilpatrick, Asst. Supt. Business & Operations	130	
110	Carrie Carlson, Dir. of Business	131	Mike Adell, Director of Facilities
111	Scott Pickett, Director of Educational Services	133	
112	Gabe Simon, Asst. Supt. of Personnel Services	134	Brooke Barker, Personnel Admin. Asst.
113	Copy Room	135	Tom Butcher, Facilities Construction Coordinator
114	Ellie Martinez, Sp.Ed. Program Specialist	137	Brooke Barker, Business Admin. Asst.
115	Kathleen Leehane, Dir. of Supp. Programs	138	Evelyn Keaton, Account Technician
116	Susan Watkins, Dir. of Special Education	142	Hannah Ritchie, Asst. Director Facilities
117	Diane Metzelaar, Secretary Special Education	144	
118	Olivia Herring, Special Ed. Clerk	145	Emma Oehler, Communications Coordinator
120	Sandra Hackbarth, Secretary Ed. Services	146	Christa Burke, Sp.Ed. Program Specialist
121	Julie Brown, Facilities Support Clerk		

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

INCIDENT MANAGEMENT TEAM

DISTRICT ADMINISTRATOR Responsibility Checklist

Superintendent Leaman and/or Deputy Superintendent Callahan

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

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

INCIDENT MANAGEMENT TEAM

DISTRICT OFFICE LIAISON Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

INCIDENT MANAGEMENT TEAM

SITE LEADER - PRINCIPAL Responsibility Checklist

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

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

INCIDENT MANAGEMENT TEAM

SITE COORDINATOR (Task Master) Responsibility Checklist

CCC – Lori Deschamps – [REDACTED]
COES – Jennifer Hancock
FSS – Bill Justice [REDACTED]
FRES – Dan Burbage-Macaluso [REDACTED]
LES - Michelle Rowe [REDACTED]
LCES – Pam Soha [REDACTED]
SES – Karen Roberts [REDACTED]
TBES - Cindy Hood [REDACTED]
GEMS – Shanna Parker [REDACTED]
TBMS - Randy Woods [REDACTED]
LHS – Vicki Eutsey [REDACTED]
PHS – Tracy Gruber [REDACTED]

Basic Duties: Coordinate all activities at the incident site.

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

INCIDENT MANAGEMENT TEAM

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

NAME	CELL #
CCC – Teresa Avelar	██████████
COES – Melissa Everts	██████████
FSS – Norma Lázaro	██████████
FRES – Chareen Lauritzen	██████████
LCES – Michelle Callahan	██████████
SMLES – Michelle Rowe	██████████
SES – Mike Maul	██████████
TBES – Karen Reilly	██████████
GEMS – Jenifer Freymond	██████████
TBMS – Todd Boynton	██████████
LHS – Nora Davis	██████████
PHS – Clint Nelson	██████████

INCIDENT MANAGEMENT TEAM

COMMUNITY LIAISON Responsibility Checklist

**Superintendent, Scott Leaman or Marketing Communications Coordinator,
Emma Oehler**

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

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

INCIDENT MANAGEMENT TEAM

CRISIS RESPONSE TEAM Responsibility Checklist

**Susan Watkins
Amy Pettersen**

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandi Miller, Ellie Martinez, Mayela Cerda-Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Desiree Derouin-St. John, Kimberly Tzikas, Tom Kelly, Mary Lou Resendes, Cleo Carrasco, Stevie Cristoso, Wendy Hollis, Misty Lacey-Alarcon

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

INCIDENT MANAGEMENT TEAM

TRANSPORTATION Responsibility Checklist

Boyd Pyatt – Director of Transportation

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

INCIDENT MANAGEMENT TEAM

MAINTENANCE/FACILITIES Responsibility Checklist

Stan Brandl – Director of Maintenance
Mike Adell – Director of Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

INCIDENT MANAGEMENT TEAM

PERSONNEL Responsibility Checklist

Gabe Simon, Assistant Superintendent of Personnel

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

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

INCIDENT MANAGEMENT TEAM

COMMUNICATION Responsibility Checklist

Stan Brandl – Director of Maintenance

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

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

INCIDENT MANAGEMENT TEAM

TECHNOLOGY Responsibility Checklist

Tsugufumi Furuyama – Director of Technology

Basic Duties: Provide access to electronic communications services.

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

INCIDENT MANAGEMENT TEAM

DISTRICT NURSE Responsibility Checklist

**Kelley Gordon, Madi Schumann, Amanda Burch, Bhawnpreet Kaur -
Nurses**

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

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

INCIDENT MANAGEMENT TEAM

TRANSLATION

Responsibility Checklist

Maria Gonzalez/Scott Pickett/Parent Liaison

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

INCIDENT MANAGEMENT TEAM

SAFETY OFFICER **Responsibility Checklist**

Officer Steve Kreuger, Lincoln PD

Basic Duties: The position of Safety Officer is to develop, recommend, and enforce the \ measures set to assure safety to all on TBMS campus.

Responsibilities:

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

CHECK LIST

Start-Up Action:

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

Operational Duties:

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

Closing Down:















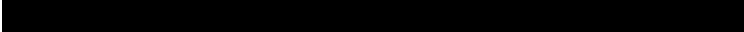
- At the Incident Commander's directions, dismiss the staff. Have them sign out.
- Complete activity log and pass on pertinent information
- Return all equipment and unused supplies

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

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

CRISIS EVACUATION OFF-CAMPUS SITES

<u>FROM</u>	<u>TO</u>
Carlin Coppin School	
Creekside Oaks School	
Sheridan School	
Glen Edwards Middle	
Phoenix High	
Lincoln High School	
First Street School	
Scott M. Leaman Elem. School	
Twelve Bridges Elem. School	
Foskett Ranch School	
Twelve Bridges Middle School	
Lincoln Crossing Elem. School	
District Office	
	
	

SECTION THREE: Local Emergency Services

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
DAMIAN ARMITAGE, BOARD MEMBER	
BRIAN HALEY, BOARD MEMBER	
KRIS WYATT, BOARD MEMBER	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GARBOLINO-MOJICA, PCOE	
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PG&E	1 (800) 468-4743

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER



Evacuate

EVACUATE (To the determined Location)

Students are to be trained to:

- Leave stuff behind
- Form a single file line

Teachers are trained to:

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

(SEE PAGE 27 – LIST OF OFF CAMPUS SITES)



Shelter

SHELTER (For hazard using Safety Strategy)

Hazards might include:

- Earthquake
- Hazmat
- Tornado

Safety Strategies might include:

- Evacuate to a shelter area
- Seal the room

Students are trained in:

- Appropriate hazards and safety strategies

Teachers are trained in:

- Appropriate hazards and safety strategies
- Take roll, account for students
- Report problems at the evacuation location

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER



LOCKDOWN (Locks, Lights, Out of Sight)

Students are trained to:

- Move away from sight
- Maintain Silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain Silence
- Do not open the door
- Wait for first responders to open door
- Take roll, account for students using google doc



**SCHOOL IS IN LOCKOUT
NO ONE IN OR OUT**

LOCKOUT (Secure the perimeter = Shelter in Place)

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside of building
- Increased situational awareness
- Take roll, account for students using google doc
- Do business as usual
- Bathroom visits should be done in pairs

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER



Evacuate

GENERAL SCHOOL BUILDING EVACUATION

Evacuation Orders:

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

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

EVACUATION FROM SCHOOL BUILDINGS

Evacuation of Students and Staff From Buildings.

- Students and staff in the classroom wings/groups, will evacuate to the assign areas for the specific school. Leave stuff behind and form a single file line.
- Teachers are to take their role sheet if possible, lead students to evacuation location, and take role, account for missing students.
- Teachers should be the last one out of their classroom.
- Teachers will hold a green sign up if all students are accounted for. Red if the teacher has any students missing or any problems.
- Teachers are responsible to keep students in an orderly matter.
- The all clear sound will end the emergency or drill.

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

RESPONSE TO FIRE ALARM

Fire Drill:

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

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

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

In The Event of a Fire:

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

Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
 - a evacuate the classroom
 - b walk to the predetermined location
 - c wait without talking for instruction from the teacher
3. Upon hearing the fire alarm, the teacher will:
 - a secure the emergency bag and emergency list
 - b close and lock all doors and windows to the classroom (time and safety permitting)
 - c escort students from the room
 - d maintain control of students during the evacuation
 - e take roll of students once class has arrived at the pre-determined location
 - f await further direction
4. In the event that the procedure is a drill or the emergency is over, an “all clear” announcement will be broadcast.

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

RESPONSE TO EARTHQUAKE

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

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

If indoors, students and staff will:

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

If outdoors, students and staff will:

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

- Continued next page -

SECTION FOUR: SPECIFIC RESPONSE PLANS



RESPONSE TO EARTHQUAKE

WHAT TO EXPECT DURING AN EARTHQUAKE:

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects wobbling on shelves. Or, you may be jarred first by a violent jolt (similar to a sonic boom). You may also hear a low, and perhaps very loud rumbling noise. A second or two later, you feel the shaking, and by this time you'll find it very difficult to move from one place to another.

It is important to take “quake-safe” action at the first indication of ground shaking. Don't wait until you are certain an earthquake is occurring. As the ground shaking grows stronger, dangers increase. For example:

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

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

BUILDING EVACUATION PLAN:

Building evacuation following an earthquake is imperative due to the possibility of secondary hazards, such as explosions and fires. Follow evacuation plan from page 3.

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

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

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

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

RESPONSE TO THREAT IN NEIGHBORHOOD



**SCHOOL IS IN LOCKOUT
NO ONE IN OR OUT**

Lockout

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

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



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

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER



RESPONSE TO INTRUDER OR LOCKDOWN ALARM

Lockdown

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

1. Call the emergency phone (#200) in the office to inform the office of the intruder and which room or area of the campus that has been compromised. Notification to the staff/students will be handled according to either, or both, of the following procedures:
2. The office will either make an announcement over the intercom initiating an intruder alert drill, at which time all teachers/staff will implement “lockdown” procedures.

Procedures:

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

-Continued on next page-

RESPONSE TO INTRUDER OR LOCKDOWN ALARM



Lockdown

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

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

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

Potential Threat: Riot, civil disorder, threatening individual(s)



Intruder/Lockdown Drill In Office

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER



Evacuate

RESPONSE TO POTENTIALLY EXPLOSIVE DEVICES / BOMB THREAT

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

Bomb Threat Protocol:

- Person who receives bomb threat via phone, e-mail, etc. will utilize standard check list to obtain as much information as possible (see attached template.)
- Consult with school admin and notify LPD immediately to determine if threat is a valid one.
- Evacuate EVERYONE to designated on-site area. If threat warrants, consider off-site evacuation. (see Page 24 – list of off campus sites)
- Students SHALL leave all backpacks, purses and cell phones behind in the classroom.
- If requested by school or district admin, LPD may accompany admin or staff to conduct a JOINT search (Note: the reason behind this is that admin/staff are more equipped to determine what is suspicious or out of place, and they know the campus better.)

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

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

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

WHO TO CONTACT

Follow your local guidelines

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male	Other Information:	
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

SECTION FOUR: SPECIFIC RESPONSE PLANS



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

OFF CAMPUS EVACUATION PLAN

(SEE PAGE 27 – LIST OF OFF CAMPUS SITES)

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

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

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

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

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

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

After students and staff are safely evacuated to the designated evacuation site and law enforcement deem safe, teachers and staff will begin the reunification process. Designated staff will set up a reunification “Check In” area based on the first letter of the student’s last name. The check in station should not

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

SECTION FOUR: SPECIFIC RESPONSE PLANS



Evacuate



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

Insert Evacuation Map

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

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

Individual with firearm-adult or student

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

Attempted kidnapping

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

Serious Injury

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

Death of student (off campus)

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

Death of student (on campus)

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

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

Death of employee

- Same as above

Fire

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

Earthquake

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

Rumors of Trauma, Injury, Accident or Death

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

Altercation between Adults

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

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	_____	_____	_____	_____
16.	_____	_____	_____	_____
17.	_____	_____	_____	_____
18.	_____	_____	_____	_____
19.	_____	_____	_____	_____
20.	_____	_____	_____	_____
21.	_____	_____	_____	_____
22.	_____	_____	_____	_____

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL_____

DATE_____

TIME_____

SECTION FIVE: Other Resources

CHILD ABUSE REPORTING

Child Abuse Prevention And Reporting (AR 5141.4)

Reporting Procedures

1. Initial Telephone Report

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

CSOC/ACCESS

101 Kirby Hills Drive, Ste 5, Roseville, CA 95678
(916) 872-6543

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

2. Written Report

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

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

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

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

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

3. Internal Reporting

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

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

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)

1. 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.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. 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)

SECTION FIVE: Other Resources

CHILD ABUSE REPORTING (continued)

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

Discrimination and Harassment Policy (BP/AR 5145.3)

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

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

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

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

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

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

SECTION FIVE: Other Resources

Discrimination and Harassment Policy (BP/AR 5145.3)

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

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

Record-Keeping

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

Process for Initiating and Responding to Complaints

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

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

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

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

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

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

SECTION FIVE: Other Resources

School Dress Code Policy

Lincoln High School:

Dress Code Students dressed inappropriately will be required to change their clothing and given detention. Repeated acts of defiance will result in consequences.

1. Education code 48900 prohibits bandanas of any color and “do rags” as well as gang related attire. Tagging type markings are not permitted on clothing, backpacks, or school supplies.
2. Pants are to be worn at the waist. No sagging.
3. Underwear is not to be visible – including bra straps and men’s undershirts.
4. Bare midriffs are not allowed. All tops must have straps and must cover the chest, midriff, sides, and back. Low cut tops, tube tops, sheer tops & backless tops (including halter-tops) are not allowed. Wear a cami/tank under sheer shirt or off the shoulder shirts to cover body parts and undergarments. Avoid tight material that inches upward with movement.
5. Shorts must be worn at an appropriate length- no excessively short skirts/shorts are allowed. All bottoms must adequately cover the student’s body while sitting or standing.
6. Shoes are to be worn at all times, per state law.
7. Per Board Policy teachers may require that students remove hats, caps, sunglasses, or other headgear in the classroom. No hoods may be worn in the classroom.
8. Clothing, jewelry, and visible tattoos shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, or which advocate racial, ethnic, or religious prejudice, or the use of drugs or alcohol. No accessories with spikes may be worn.
9. No visible ear buds or headphones in the classroom.

Pheonix High School:

Each student must come to school appropriately dressed and attire should not create a disruption to the classroom or program (refer to complete policy on page 12)

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

Students dressed inappropriately will be required to change their clothing or will be sent home for defiance. Repeated acts of defiance will result in suspension from school. The school loans T-shirts if a student is unable to find acceptable clothing or cannot reach a parent to request a change of clothes.

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

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

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

SECTION FIVE: Other Resources

School Dress Code Policy

Glen Edwards Middle School:

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

1. Clothing or accessories that have reference to sex, objectify women (i.e. Fatal shirts), drugs, tobacco, alcohol, weapons, violence, or gang activity may NOT be worn.
2. Sagging pants/shorts larger than one size are not permitted.
3. Gang-associated dress or accessories may NOT be worn.
4. Clothing must completely cover all underwear, bra straps, and cleavage. Sheer items that show any undergarments are also not permitted. Sports bras are still considered underwear.
5. Strapless tops, spaghetti straps or other straps less than 2" wide, low-cut tops, and clothing that show bare midriffs may NOT be worn.
6. Shorts and dresses must measure to the end of the fingers.
7. Frayed holes in jeans must be below the end of the fingers.
8. No racerback tops allowed • Pajamas may NOT be worn.
9. Shoes must be worn on school grounds at all times. Slippers are only allowed during designated Spirit days. • Hoods must be removed when inside buildings.
10. Jewelry that is deemed offensive or unsafe (sharp edges, spiked tips, etc.) to either the wearer or other students is not allowed and must be removed or safely covered when asked.
11. No headwear allowed except those sold by GEMS or LHS.

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

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

Twelve Bridges Middle School:

The purpose of the Twelve Bridges Middle School Dress Code is to set a tone of academic and behavioral excellence for our students. Adhering to the TBMS Dress Code helps promote the safety of our students and fosters a positive learning environment on our campus. The expectation of the administration and staff is that each student will follow the dress code during school hours, athletic events, field trips, activity days, dances, assemblies, and performances. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Students in violation of the TBMS dress code will be required to change into their PE clothes. Students will not be allowed to attend class until the dress code violation has been corrected. Students will only be allowed to call home for a change of clothes as a last resort. In addition, a violation of the dress code may result in a school detention and repeat violations of the dress code may result in an Administrative Referral and or suspension.

1. Shoes must be worn at all times.
2. Clothing must be free of references to alcohol, drugs, gangs, violence, bigotry or sexual connotation. No gang-associated colors or symbols are allowed on the TBMS campus
3. Clothing must not expose the midsection or underclothing. Tops may not be low-cut in the front or back. Length of untucked shirts must cover the waistband of shorts, skirts, pants, or dresses.
4. Body piercings, deemed a distraction by the administration, are not allowed.
5. Students shall NOT wear articles of clothing, jewelry or accessories that promote or represent references to alcohol, drugs, gangs, violence, bigotry or sexual connotation. Clothing, jewelry, or accessories that might disrupt school activities or could pose a threat to the physical well-being or safety of students or others is strictly prohibited on the TBMS campus.
6. No bra or Bralette straps may be exposed or visible.
7. Off the shoulder shirts are not allowed.
8. Cut out shoulders and/or shoulder straps on all shirts or dresses must have a minimum width of two fingers.
9. Tank tops are allowed, but shoulder straps must have a minimum width of two fingers.
10. Students may wear pants only one size larger than their waist size – no sagging.
11. Students may wear shirts only one size larger than their regular shirt size.
12. Shorts and skirts shall be no shorter than a 4" inseam. Any shorts or skirts deemed inappropriate by the administration will not be allowed on campus regardless of the length.
13. Holes in pants or any "skin exposing" fraying of the jeans or shorts shall be below the 4" inseam requirement for shorts/skirts.
14. Tights, leggings, yoga pants, and other sheer varieties of clothing must be covered by length appropriate shorts.
15. Belts must fit students and be contained in belt loops. No hanging belts or wallet chains.
16. Hats may be worn at school, but must be worn facing front. Hats may not be worn to the side, sideways or backwards at any time. Teacher discretion will be used for wearing hats inside the classroom.
17. Pajamas are not to be worn to school unless it is designated spirit day
18. Blankets and pillows are not allowed at school.
19. Any hair colors that are deemed a distraction by administration are not allowed.
20. Clothing deemed inappropriate by administration will not be allowed.

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

FACULTY Rm# & EXT.

EMERGENCY PHONE 200

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

Country	U.S. should take more action (%)	U.S. should take less action (%)
U.S.	60	37
China	60	37
France	59	38
Germany	58	39
Japan	57	40
South Korea	56	41
U.K.	55	42
Canada	54	43
India	53	44
Italy	52	45
Russia	51	46
Brazil	50	47
Spain	49	48
Mexico	48	49
Indonesia	47	50
South Africa	46	51
Australia	45	52
Argentina	44	53
Israel	43	54
Sweden	42	55
Poland	41	56
India	40	57
U.S.	39	58
China	38	59
France	37	60
Germany	36	61
Japan	35	62
South Korea	34	63
U.K.	33	64
Canada	32	65
India	31	66
Italy	30	67
Russia	29	68
Brazil	28	69
Spain	27	70
Mexico	26	71
Indonesia	25	72
South Africa	24	73
Australia	23	74
Argentina	22	75
Israel	21	76
Sweden	20	77
Poland	19	78
India	18	79
U.S.	17	80
China	16	81
France	15	82
Germany	14	83
Japan	13	84
South Korea	12	85
U.K.	11	86
Canada	10	87
India	9	88
Italy	8	89
Russia	7	90
Brazil	6	91
Spain	5	92
Mexico	4	93
Indonesia	3	94
South Africa	2	95
Australia	1	96
Argentina	0	97
Israel	0	98
Sweden	0	99
Poland	0	100
India	0	100
U.S.	0	100
China	0	100
France	0	100
Germany	0	100
Japan	0	100
South Korea	0	100
U.K.	0	100
Canada	0	100
India	0	100
Italy	0	100
Russia	0	100
Brazil	0	100
Spain	0	100
Mexico	0	100
Indonesia	0	100
South Africa	0	100
Australia	0	100
Argentina	0	100
Israel	0	100
Sweden	0	100
Poland	0	100
India	0	100
U.S.	0	100
China	0	100
France	0	100
Germany	0	100
Japan	0	100
South Korea	0	100
U.K.	0	100
Canada	0	100
India	0	100
Italy	0	100
Russia	0	100
Brazil	0	100
Spain	0	100
Mexico	0	100
Indonesia	0	100
South Africa	0	100
Australia	0	100
Argentina	0	100
Israel	0	100
Sweden	0	100
Poland	0	100
India	0	100
U.S.	0	100
China	0	100
France	0	100
Germany	0	100
Japan	0	100
South Korea	0	100
U.K.	0	100
Canada	0	100
India	0	100
Italy	0	100
Russia	0	100
Brazil	0	100
Spain	0	100
Mexico	0	100
Indonesia	0	100
South Africa	0	100
Australia	0	100
Argentina	0	100
Israel	0	100
Sweden	0	100
Poland	0	1

790 J STREET, LINCOLN 95648

(916) 645-6349

7:00AM – 3:30PM

6060 WILLIAM LN, LINCOLN 95648

██████████	██████████
██████████	██████████
██████████	██████████

600 6TH ST. 4TH FLOOR, LINCOLN 95648

645-6356

645-6346

434-5000

434-3737

PHONE TREE

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

PHONE TREE

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

[illegible]

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Placer County Office of Education

Comprehensive Safe School Plan

2020 - 2021

Lincoln High School

Michael Maul, Principal

Plan developed by:

Victoria Eutsey
Cameron Layton
Stephanie Brown
Misty Alarcon
Bob Pierce
Mary McQueen
Charlene Emerson
Nora Davis
Leonardo Mariscal
Mandy Molteni
Bill Villanueva
Isabella Andriani
Officer Wes Collins

Title:

Assistant Principal
Assistant Principal/Parent
Assistant Principal
Counselor/Parent
Teacher
Activities Director
Assistant Principals' Secretary
Principal's Secretary
Custodian
Parent/Site Council President/Booster
Parent/Certificated Staff/Band Booster
Student/ASB President
School Resource Officer

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Comprehensive Safe School Plan
2020 - 2021
Lincoln High School

SAFE SCHOOL PLAN COMMITTEE - APPROVAL

Michael Maul	Principal	_____Date_____
Victoria Eutsey	Assistant Principal	_____Date_____
Cameron Layton	Assistant Principal/Parent	_____Date_____
Stephanie Brown	Assistant Principal	_____Date_____
Misty Alarcon	Counselor/Parent	_____Date_____
Bob Pierce	Teacher	_____Date_____
Mary MacQueen	Activities Director	_____Date_____
Charlene Emerson	A.P Secretary	_____Date_____
Nora Davis	Principal Secretary	_____Date_____
Leonardo Mariscal	Custodian	_____Date_____
Mandy Molteni	Parent/Site Council President	_____Date_____
Bill Villanueva	Parent/Teacher	_____Date_____
Isabella Andriani	ASB President	_____Date_____
Officer Wes Collins	School Resource Officer	_____Date_____

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Comprehensive Safe School Plan
2020 - 2021
Lincoln High School

STUDENT DATA SUMMARY

Data Source	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Enrollment	1479	1411	1414	1424	1506	1607	1858	1875	1969	2035*	2074
Discipline Records (Number of Incidents)											
Suspensions	151	150	148	189	285	214	167	123	66	137	107
Expulsions	3	4	12	10	9	4	7	13	2	4	1

* Note that the Enrollment Data reported on the 2019-2020 Safe School Plan for the 2018-2019 school year was inaccurately entered as 2074 (the 2019-2020 enrollment total).

Conclusions from Data:

- The administration does not tolerate repeated drug related offenses. If a student is suspended for a drug related offense (48900 C, D, J, P or 48915 C.3), the administration considers a recommendation for expulsion. If the student is not recommended for expulsion on the first offense, the administration informs the student and the parent that the administration will strongly consider a recommendation for expulsion for the subsequent drug related offense throughout high school.
- The WPUUSD Board Policy changed in 2009 to recommend a student for expulsion after they have accrued more than ten days to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.
- The increase in number of expulsions in '11-'12 can be attributed to the 6 expulsions at the beginning of the '11-'12 school year for the Wheatland vandalism.
- The number of suspensions in the '12-'13 school year greatly increased is due to the number of students who were suspended because of excessive tardies based on our new tardy policy.
- With the implementation of the new truancy policy in the '13-'14 school year, the number of suspensions increased due to students being suspended for excessive unexcused absences as well as excessive tardies.
- The number of suspensions in the '13-'14 school year also increased due to the number of students who were suspended because of excessive detention no-shows based on our revised detention policy.
- In the '16-'17 school year, school administration revised the discipline policy to include the consequence of Saturday School as an alternative to suspension when students receive consequences for excessive detention no shows, tardies, cuts, or referrals. Thus, the number of suspensions in the '16-'17 school year greatly reduced as a result of the addition of Saturday School.

DISTRICT CRISIS RESPONSE PLAN

Western Placer Unified School District

- During the '16-'17 school year, the number of expulsions increased for one of two reasons: 1) other repeated means of correction for students with repeated suspensions have repeated failed to bring proper conduct, or 2) due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student and others. Of the 13 students expelled in the '16-'17 school year, 7 of the students returned to Lincoln High School on a suspended stipulated suspension with strict guidelines included in their behavior contract.
- During the '17-'18 school year, the number of suspensions drastically reduced due to the use of practices included in the Restorative Justice program as an alternate means of correction. Consequences in lieu of days of suspension included Saturday School as well as the Substance Abuse Program.
- For the 2018-2019 school year, Lincoln High School's suspensions increased, largely due to the high number of suspensions for vaping. There were 102 students suspended, totaling 132 suspensions throughout the year (23 students were suspended 2 times or more). Vaping, the major factor in the great increase of suspensions, accounted for 40 suspensions for possession of use of a tobacco product and approximately 30 suspensions for possession or use of a controlled substance. Due to the problems associated with vaping, Principal Michael Maul invested Lincoln High School's site funds to purchase vape detector for the restrooms, a common location where the students used the vaping products.
- For the 2018-2019 school year, 3 of the 4 students expelled were students who violated their previous suspended stipulated expulsion agreement. Efforts had been made to provide these students with interventions; however, the students were suspended again, resulting in violations of their suspended stipulated expulsion agreements.
- For the 2019-2020 school year, COVID restrictions closed the school on March 16, 2020. Students completed the fourth quarter of the school year through distance learning; consequently, there was a decrease in the number of suspensions and expulsions due to the shortened school year.

Conclusions from Parent, Teacher, and Student Input:

- In my experiences as a teacher and a parent of a Lincoln High School student, I feel the school and especially the staff provide a safe, caring, and supportive environment for all students. The school is in a safe neighborhood with rules and expectations in place and followed. When there is concern for the safety of the students, it is handled with immediacy. Students feel comfortable seeking help and support they may need in matters of their own emotional and physical well-being. Jennifer Villanueva, Parent/Teacher.
- The Zero Tolerance policy has created a safe learning environment here at LHS. Even as our population has increased dramatically in the last ten years, the number of disciplinary actions has not. Bob Pierce, Teacher
- Lincoln High School does a great job of always making the students and staff feel welcome, safe, and secure. From personal experience, since the moment I stepped on this campus freshman year, I immediately felt at home. The staff and administration does an extraordinary job of welcoming and offering help to all students. Overall, just the school environment and

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

spirit just makes it way more comfortable for students to be themselves and be accepted. Lincoln High School is known for accepting anyone and you will immediately be a part of the Zebra Family. "Once a zebra, always a zebra". Lincoln High School will always hold a special place in my heart for the rest of my life and for other students as well. Isabella Andriani, Student and ASB President

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Comprehensive Safe School Plan
2020-2021
Lincoln High School

STUDENT DATA SUMMARY

<p>List Data Sources Reviewed</p> <ul style="list-style-type: none">• Discipline records from PowerSchool (and previously AERIES)• Standardized test scores (CAASSP & Advanced Placement)• Graduation rate
<p>Areas of Pride and Strength</p> <ul style="list-style-type: none">• Supportive Staff and Administration• California Distinguished School Recognition• Career Technical Education Award• STRIPES (through '19-'20 school year)• Tutoring opportunities• Zero Tolerance for drugs and gangs• A.P. and Honors Programs• Athletic opportunities• Extra-Curricular Opportunities• AG Incentive Grant• Ancillary programs (CTE, Project Lead The Way, AVID, YDI)• Advisory (initiated '20-'21 school year)• Office Hours (initiated '20-'21 school year)
<p>Opportunities for Growth and Improvement</p> <ul style="list-style-type: none">• Continue to collaborate with Professional Learning Communities• Continue to transition to Common Core standards and NEXT Generation Science Standards• Focus on enhancing the school culture for staff and students• Follow the Distance Learning Plan to meet the learning needs of the InterCONNECT as well as the in-person students• Follow COVID Guidelines to ensure safety in the classroom and throughout campus• Accommodate and upgrade facilities for growth and maintenance

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Comprehensive Safe School Plan
2020-2021
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
COMPONENT I

Component I: People and Programs
Goal #1 To establish and maintain a positive and safe learning environment in which students feel safe and experience academic success.
Objectives: To provide a rigorous academic learning environment To ensure a safe and orderly environment
1.0 Establish and maintain high and consistent standards for achievement <ul style="list-style-type: none">Teachers review curriculum, revise pacing guides and assessments, and attend workshops to ensure alignment to Common Core State Standards and Next Generation Science Standards.<ul style="list-style-type: none">✓ Adopted Carnegie Learning Curriculum in May of 2014✓ Implemented Integrated Math I to replace Algebra I in '14-'15 school year✓ Implemented Integrated Math II to replace Geometry in '15-'16 school year✓ Implemented Integrated Math III to replace Algebra II in '16-'17 school year✓ Adopted and implemented new curriculum for Spanish 1, 2, and 3✓ Adopted and implemented the MBER curriculum for Biology in the '17-'18 school year✓ Adopted and implemented new curriculum for Spanish for Native Speakers in '17-'18 school year✓ Adopted and implemented new curriculum for Advanced Spanish for Native Speakers in '18-'19 school year✓ Adopted and implemented new TCI curriculum for Geography, World Studies, US History, Government, and Economics in '20-'21 school yearTeachers participate in Professional Learning Communities and work to create, review, or revise the following:<ul style="list-style-type: none">✓ Norms✓ Pacing Guides✓ Essential Standards aligned to the Common Core Standards✓ Common Formative and Summative Assessments✓ Data Analysis

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

2.0 Maintain an atmosphere which enables students to achieve

- Achievement by students and staff is recognized through athletic banquets, LHS Live, *Zebra Tales* school newspaper, Principal's emails, staff meetings, school bulletin, Schoology posts, assemblies/rallies, and prize drawings for students' Zebra Pride passes and staff recognition.
- Administration, teachers, and staff enforce school and classroom policies.
- Students who have a C, D, or F in their class received intervention during the STRIPES period. Students with A's and B's in their class were rewarded with a preferred activity during the STRIPES period. Campus supervisors and administrators supervised the students during STRIPES.
- Over 25 teachers attended Youth Development Institute Training in August of 2015. One of the outcomes of the training is the creation of the "Z Be Team", which provides collaborative staff activities and staff recognition to increase staff cohesiveness and morale. YDI trainings continued in the summers of 2016, 2017, 2018, and 2019.
- The Leadership Committee meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC's are shared, key issues are addressed, and the school's vision is reviewed.
- The tardy policy which was implemented in the '12-'13 school year was revised for the '13-'14 school year due to the new 8 period semester schedule. The tardy was again reviewed and revised for the '14-'15 school year based on data analysis. In an effort to reduce the number of tardies, the tardy policy was again revised for the '15-'16 school year. When a student reaches 15 or more tardies, the student loses their lunch pass and dance privileges.
- The new truancy policy was implemented at the beginning of the '13-'14 school year. Due to changes with the SAM and SARB process at PCOE, the truancy policy was revised for the '14-'15 school year.
- In fall of 2015, Assistant Principal attended Restorative Justice training.
- Because of the addition of Saturday School, the tardy policy and truancy policy were revised for the '16-'17 school year.
- Addition of new staff members added to allow for growth. Additional positions in '15-'16 school year included office clerk, CTE counselor, school psychologist, AG/CTE teacher, science teacher, Spanish teacher, English teacher, 2 math teachers, 2 special education teachers, credit recovery teacher, and 2 instructional assistants. For the '16-'17, additional positions included Assistant Principal, Social Science/English teacher, College/Career Specialist, Science/Math teacher. Special Education teacher, Library Assistant, and Health Clerk. For the '17-'18 school year, additional positions included a new Art teacher; Arts & Animation, Video Production, and Photography teacher; and new Special Education teacher for the Adult program. In the '18-'19 school year, eight teachers and two counselors were hired to replace the four teachers who retired and four teachers and two counselors who left LHS. An additional four teachers were hired to accommodate for the increased student enrollment in Spanish, Science, English,

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

and Technology classes. In the '19-'20 school year, eight teachers were hired to replace the two teachers who retired and six teachers who left LHS. An additional six teachers were hired to accommodate for the increased student enrollment in Math, Special Education, Social Science, and English. In the '20-'21 school year, six teachers were hired, which included one to replace the teacher who retired, two to replace the teachers who left LHS, and three to accommodate for the increased student enrollment in Science, Social Studies, and English.

- At the beginning of the '19-'20 school year, teachers met individually with each of their students to monitor the student's progress in all of their 8 classes. At least once per quarter, each teacher signed each student's chart titled "Progress Monitoring With Check-Ins During Stripes". Each week, students selected a strategy to use to increase their grade if improvement was needed. Because of the decreased class-time during the '20-'21 school year, Advisory teachers assumed the responsibility of monitoring students' grades and contacting the students' administrator and/or counselor if intervention was needed.
- The Leadership Team meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC's are shared, key issues are addressed, and the school's vision is reviewed. In the '19-'20 school year, the Leadership Team met with representatives of the Equal Opportunity Schools program and created a plan focused on ensuring equity in the Advanced Placement program at LHS. The Leadership Team and the entire staff implemented the plan and participated in activities, such as school-wide survey and the AP Rally. As a result, Lincoln High School saw an increase in the number of students participating in the AP program and a closer correlation to the school demographics.
- The Leadership Team also met during the spring and summer of 2020 to determine a new schedule to accommodate COVID restrictions and meet the needs of our InterCONNECT and in-person students. The new schedule for the '20-'21 school year included an Advisory period and Office Hours. (see **3.0** and **4.0** below)
- Peer Tutoring provides academic assistance in the library after school. During the '20-'21 school year, the Peer Tutoring services were adjusted to meet COVID guidelines. Tutors met virtually with students on Monday through Thursday from 3:00 pm to 6:00 pm.

3.0 Plan, implement, monitor and evaluate the Advisory program as a means of effective systematic social emotional support for in-person and InterCONNECT students

- The LHS Leadership Team created and revised an Advisory schedule for the '20-'21 school year. The Advisory classes met every day from August 20 through September 30, 2020. Starting on October 6, the in-person students returned and Advisory classes met on Mondays and Thursdays only.
- The LHS Advisory Lead Team, led by Assistant Principal Cameron Layton, plans the curriculum and disseminates the plans for the Advisory period.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

<ul style="list-style-type: none">• Teachers on the Advisory Lead Team facilitate grade level Advisory meetings, which meet monthly.• Feedback is shared with the teachers as well as the Leadership Team to inform staff on the school-wide usage of Advisory and improve its effectiveness.
<p>4.0 Provide academic support during teachers' office hours</p> <ul style="list-style-type: none">• From 1:10 pm to 2:00 pm, every teacher is available on-line to meet individually with students. Each teacher hosts a google meet, which the students can log into using the meet code/nickname with the teacher's last name. For instance, Mr. Wardlaw's nickname for his office hours are WardlawOfficeHours.• Teachers have encouraged students to attend their office hours by allowing them to submit late work during office hours, allowing them to make up or retake an assessment during office hours, or contacting the parent to ask the parent to have their student attend the office hours.
<p>5.0 Improve the school culture for the staff of Lincoln High School</p> <ul style="list-style-type: none">• The Zee Bee Team recognizes the staff on their birthdays.• The Zee Bee team organizes team building events, such as lunch on the quad, Christmas celebration, and pot luck lunches.• Teachers who receive a Zebra Pride Pass are eligible for a monthly drawing.• Teachers who award students with Zebra Pride passes are recognized.• The Leadership Team participated in a book study by reading <u>School Culture Recharged</u>.
<p>6.0 Improve the school culture for the students of Lincoln High School</p> <ul style="list-style-type: none">• The administration and the staff utilized the data from the 2018 Healthy Kids survey to determine the need for increased student connectedness to the school.• The Leadership Team decided to focus on student engagement and inclusion to increase positive school identity, connection among the student body, and ownership of the campus• The Leadership Team plans to organize and publicize activities to promote all clubs and exhibit talents of diverse groups of students.• The LHS Culture Team was created in the '18-'19 school. Two groups of Culture Team members attended two Culture Summit workshops during the '18-'19 school year and one group attended the Culture Summit in the '19-'20 school year. Throughout the school year, the Culture Team meets to brainstorm and plan activities for continually improving the school culture. One major accomplishment was the start of the '19-'20 school year. Each student and staff member receive a free t-shirt with their value team logo on the front. Team colors and values are: white/Care, blue/Connect, gold/Courage, and black/Character. The back of the t-shirts were all the same with the FAMILY heading and list of the four value teams. On the first day of school, students rotated with their value teams throughout four stations, where they received their value t-shirt, signed up for clubs and sports, played on inflatables, and listened to a motivational speaker. On day two, students wore their value team t-shirts, attended a school wide assembly, participated in team building activities, and ate at the school BBQ.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- New students, including the freshman, received their value team t-shirt at the start of the '20-'21 school year.
- The Culture Team, along with the Advisory Team and the Leadership Team, continued to coordinate with the Leadership Class to plan and promote school activities to strengthen students' connection to Lincoln High School. This planning and promoting of means of engagement and school connection was crucial in compensating for students' limited opportunities for participating in school activities due to COVID restrictions.

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

- The Lincoln High School Student Handbook is posted on the website, emailed to all students and parents, posted on Schoology, and reviewed by all teachers on the first day of school. An assembly is held at the beginning of the school year to discuss behavior and review the Student Handbook. Due to COVID restrictions, large gatherings were prohibited for the '20-'21 school year. Consequently, dissemination of information was communicated strictly through digital correspondence.
- When a new student enrolls at Lincoln High School, the Assistant Principal reviews the student's enrollment packet, including their transcript and Infosnap information. In August of 2020, the LHS registrar, CiCi Cook, submitted a request with the Technology Dept. to update requested information on Infosnap to include student's discipline history.

8.0 Annually update the Lincoln High School Comprehensive Safe School Plan

- Because of the tanker fire in August 2011, it became evident that an alternative evacuation area was needed in addition to the stadium. An evacuation map to the softball fields on 6th Street was created.
- Because of the bomb threat in April of 2013, the safety procedures were revised. Emergency student check-out sheets were created, emergency maps were revised, and the emergency cart with student information was organized.
- Safety information, including the Standard Response Protocol, is presented and reviewed at the beginning of the school year at a staff meeting. The information printed and distributed includes: the protocols for lockout, lockdown, evacuation, and shelter, the dates for the safety drills, the maps for an evacuation to the stadium and to the softball fields, the routes for egress to the evacuation areas, and the lists for teachers on prep for each period.
- Safety drills are scheduled and practiced throughout the school year.
- Previously each year, the attendance secretaries updated the students' information from their emergency cards into AERIES/Power School. By November of each school year, a copy of each student's emergency contact information and schedule was printed and placed into binders in the event of an emergency. At the start of the '18-'19 school year, every parent was asked to go online to update their child's emergency and medical information.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

9.0 Monitor student activity and help improve student behavior using the campus supervisors <ul style="list-style-type: none">• Campus supervisors lock and monitor gates in order to keep students on campus and intruders off campus.• Campus supervisors patrol the campus to ensure that students arrive to class promptly and remain in assigned classes.• Campus supervisors escort students to designated areas when necessary.• Due to need for supervision of increased number of students, two additional campus supervisors were hired during the '16-'17 school year and an additional two hired in the '19-'20 school year.
Who will take the lead? <ul style="list-style-type: none">• Site Administration• Leadership Committee• Certificated and Classified Staff• Custodian• Leadership Students and Activities Director• District Administration
Completion Date and Budget: Ongoing
Resources Needed: <ul style="list-style-type: none">• General Fund• EIA Funds• GATE Funds
How we will monitor and evaluate? <ul style="list-style-type: none">• Staff and Administration coordination of policies and programs• CAASSP and AP results• Review of Comprehensive Safe School Plan• Incident logs and discipline records

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Comprehensive Safe School Plan
2020-2021
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component II

Component II: Place
Goal #1 To establish and maintain a clean, safe learning environment in which students experience success
Objectives: To provide a suitable learning environment
1.0 Increase safety precautions <ul style="list-style-type: none">• Bar A Cuta door locks were installed in all classrooms that do not have doors with the push bar.• Magnets were distributed to teachers to place in all classroom door jams.• Emergency buckets were supplied and delivered to all classrooms.• Vape detectors were installed in boys and girls restrooms throughout campus.• The district updated all hand held radios.• The separate fire panels were looked at in December of 2019 to determine if the alarms could be sounded simultaneously throughout campus.• During the summer of 2019, the district updated parking lot lighting to LED, replaced broken lift in Drama classroom, and repaired the ADA lift at the stadium.• In the '20-'21 school year, School Resource Officer Wes Collins and Principal Michael Maul distributed 20 Stop the Bleed kits throughout campus.• All students and staff follow COVID guidelines, such as wearing a mask and maintaining social distancing. The staff also completes daily health screenings. Administration and staff works with district office to track and quarantine students who test positive and contacts of students who test positive (see also 6.0).
2.0 Maintain and upgrade cameras throughout the campus to monitor student activity <ul style="list-style-type: none">• School administrators, WPUUSD Director of Technology, and district administration meet to review costs and effectiveness of cameras.• Custodian, campus supervisors, administration review activity on cameras to determine facts in incidents involving theft, vandalism, bullying or fights.• As of November of 2016, 42 different cameras area in place over many different areas of campus, including the most active and "at risk" areas. Many of the cameras have been replaced over the past few years, and additions of cameras are made as the budget allows. The cameras include views of several of entrance/exit points for increased student safety. The camera footage goes to a

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

database, where footage can be retrieved for up to 30 days. With the addition of the new building in the '17-'18 school year, two additional cameras were added.

3.0 Remodel the existing facilities during the summer of 2018

- Eighteen MERV-AIR heating and air conditioning units were installed to replace outdated units.
- The roof overlap was replaced in the Dale Pence Gym.
- The floor was refinished and the paint was touched up on the floor of the Dale Pence Gym.
- The torn wallpaper was fixed in the foyer of the Dale Pence Gym.
- New carpet was installed in the theater and the entrance to the theater on the floors and walls.
- The front of the stage in the theater was painted.
- The broken seats in the theater were replaced.
- The chain link fence was replaced with rod iron fence in the alley adjacent to room #2 and the art room. The oleander bushes along the fence were removed.
- The exterior lighting in the parking lot and main hallway was repaired.
- Brick was put in at the north end of the exterior of the office by a student who was completing his Eagle Scout project and assisted by LHS custodians.
- In the portable classrooms #34-#48 and the restroom, the following improvement were made:
 - ✓ Repaired damage due to dry rot
 - ✓ Repaired broken ramps
 - ✓ Resurfaced the ramps with non-stick paint
 - ✓ Painted the buildings, trim, ramp railings, and ramp skirts
 - ✓ Improved landscaping and added lava rock
 - ✓ Added fencing to limit students' access between portables
 - ✓ Improved the outdoor lighting
- In the greenhouse on the LHS campus:
 - ✓ Replaced water timers and thermostat control
 - ✓ Repaired heating and cooling system
 - ✓ Replaced the center of the concrete floor with bricks to even the floor's surface and allow for greater drainage
- At the Grey Alexander Stadium:
 - ✓ Painted home and away snack shacks, home and away restrooms, and ticket booths
 - ✓ Installed LED lighting in the home snack shack
 - ✓ Assisted student with his Eagle Scout project to place brick at the bottom of the scoreboard
 - ✓ Replaced scoreboard in fall of 2018

4.0 Accommodate for growth

- Five portables (classrooms #59-63) were added in the northwest end of the main parking lot during the summer of 2018.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

<ul style="list-style-type: none"> • The Adult Transition Program (room 64) moved into the building previously used by WPUSD Maintenance in the summer of 2018. • In the '19-'20 school year, one of the classrooms for the Independent Living Skills program moved from room 65 back to room 29. Detention was held in room 65 for the '19-'20 school year. • In the '20-'21 school year, room 65 was updated to be a classroom for a new teacher.
<p>5.0 Meet county compliance standards for removal of hazardous waste materials</p> <ul style="list-style-type: none"> • Collaboration with school custodian, district maintenance director and secretary, school admin, and county hazardous materials supervisor began in the fall of 2016 . Ongoing plans include directing all teachers with hazardous materials to take inventory of the hazardous materials in their classroom and to keep a copy of purchase orders for future purchases and save receipts for disposal of hazardous materials.
<p>6.0 Increase school-wide safety protocols and the sanitizing of the classrooms, restrooms, and buildings to meet COVID guidelines</p> <ul style="list-style-type: none"> • Painted black and white arrows to indicate direction of students' paths • Limited the number of students in the restrooms • Reduced the number of desks in classrooms to increase the distance between the students in the classrooms • Installed the high performance MERV-13 filters on the air-conditioning units in all classrooms, offices, and buildings • Provided each classroom and building with ECO-Lab disinfecting spray, disinfecting wipes, and bottles of hand sanitizer • Provided stations throughout the campus with hand sanitizer, hand soap, water for handwashing, and water for drinking • Required teachers to submit up to date seating charts to Administration • Cleaned restrooms and sanitized cafeteria tables twice a day • Wet mopped the cafeteria and dry mopped the gyms daily • Sanitized rooms with a deep cleaning when a student has tested positive for COVID • Wiped with sanitizing solution all classroom and building door handles, electrical switches, desks, and counters, as well as vacuumed carpets daily
<p>Who will take the lead?</p> <ul style="list-style-type: none"> • District Administration • District Maintenance • Site Administration • Lead Custodian
<p>Completion Date and Budget: Ongoing</p>
<p>Resources Needed:</p> <ul style="list-style-type: none"> • General Fund • School Safety • School Bond Measure J

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

How we will monitor and evaluate?

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