

2018-2019
COMPREHENSIVE
SCHOOL SITE SAFETY
PLAN

CRISIS RESPONSE PLAN For
Western Placer Unified School
District and *Creekside Oaks*
Reviewed by Site Council
February 4, 2019

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SECTION ONE: Assignment and Duties

ROLE NAME CHAIN Site Leader – Principal (Oversees ENTIRE Situation)

By Site - Name/Cell CCC – Shamryn Coyle-916-251-6842 COES –Reno Penders–916-295- 2988 FSS – Rey Cubias- 916-606-7287 FRE – Kelly Castillo-530-878-6310 LCES–Jennifer Hladun-702-324-6884 SES – Emily Ortiz-916-316-4261 TBE–Will Middleton 626-484-3528 GEMS–Lance Van Court 530-318- 0720 TBMS–Randy Woods-916-203-4973 LHS – Mike Maul 916-849-5060 PHS – Chuck Whitecotton-916-752- 0740

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 316-9067 COES – Michelle Rowe 530-633- 9364 FSS – Bill Justice – 847-2420 FRES – D.Burbage-Macaluso 267- 3238 LCES – Pam Soha- 434-5292 SES – Karen Roberts – 759-9862 TBES – Cindy Hood 916-770-7420 GEMS – Shanna Parker 949-212- 1796 TBMS – Randy Woods 203-4973 LHS – Vicki Eutsey – 916-295-4930 PHS – Tracy Gruber 837-0155

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 LCES 434-5292 SES 530-633-2591 TBES 434-5220

District Administrator (Coordinates all activities, rumor control, communication)

Scott Leaman, Superintendent (Kerry Callahan, Asst. 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 → Mark DeRossett, Transportation Dir

Mark DeRossett → 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/Melissa Ramirez **Communication** (2-Way Radio Support)

Audrey Kilpatrick, Asst Supt Stan Brandl → Maintenance

Technology (Provides technological support)

Audrey Kilpatrick Callahan → Tsugufumi Furuyama

Tsugufumi Furuyama → Kevin Perry → Aaron Dirks

Translation (Provides translation as needed)

Kerry Callahan → Rosemary Knutson Rosemary Knutson → Maria Gonzalez

Nursing (Provides Medical Support)

Kerry Callahan → Madi Belfroid and Kelley Gordon

Madi Belfroid & Kelley Gordon → Clerks/Clerk II's

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ESSENTIAL TELEPHONE NUMBERS

Telephone # Fax # Cellular # Other # DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt /

Kerry Callahan, Asst. Supt.

916-645-6350 916-645-6356 916-214-1222 916-770-7612 **DISTRICT OFFICE LIAISON** Audrey Kilpatrick,
Asst. Supt. 916-645-6350 916-645-6356 916-662-0098 **COMMUNITY LIAISON** Scott Leaman, Supt

916-645-6350 916-645-6356 916-214-1222 **PERSONNEL** Gabe Simon, Asst. Supt. 916-645-5293

916-645-6348 530-401-4722 **MAINT/FACILITIES & COMMUNICATIONS** Audrey Kilpatrick Mike Adell
Stan Brandl

916-434-5000 916-434-7268 916-645-5100 916-645-6582

916-662-0098 916-201-3604 916-206-4492 **TRANSPORTATION** Mark DeRossett Boyd P.yatt

916-645-6346 916-645-5171

916-434-3758 916-956-3798 530-682-2804 **INTEGRATED FIRE SYSTEMS, INC** Emergency Page # See
Page 5 for passcode

530-637-5322 866-952-6840 866-952-6840

530-637-5299 Alarm Shut-Off

Info. www.integratedfire systems.com **TECHNOLOGY** Tsugufumi Furuyama Kevin Perry Aaron Dirks

916-645-5715 916-587-2600 916-434-3737

916-717-7193 (cell) 916-223-4831 (cell) 916-751-9584 (cell) **FOOD SERVICE** Christina Lawson Liz Tofft

916-645-6373 916-645-6373

562-879-9987

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 916-247-2756 916-580-7397 916-956-0116 818-395-5700 916-205-2996 916-206-3028

916-580-4217 (cell) 916-834- 2435 (cell) 916-635-1393 (hm)

NURSING Kelley Gordon RN Madi Belfroid RN

916-645-6350 916-645-5136 916-878-0270 916-677-9217 **TRANSLATION** Maria Gonzalez Rosemary Knutson Melissa Ramirez

916-645-6350 916-645-6350 916-645-5293

925-207-3549 916-316-3665 916-390-5175 **SCHOOL RESOURCE OFFICER** Officer Steve Kreuger -
LPD

916-645-4040 916-532-9659

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Accessing Alarm Account History:

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

The account numbers are as follows:

CCC IFS0180 SECURITY 150 E. 12TH STREET 916-645-6390

CCC IFS3424 FIRE " " " 916-645-6390

COES IFS0167 SECURITY 2030 1ST STREET 916-645-6380

FSS IFS0171 SECURITY 1400 1ST STREET 916-645-6330

FRE IFS0172 FIRE 1561 JOINER PWY 916-434-5255

FRE IFS0182 SECURITY " " " 916-434-5255

LCE IFS0174 FIRE 635 GROVELAND 916-434-5292

LCE IFS0183 SECURITY " " " 916-434-5292

SES IFS1177 SECURITY 4730 H STREET 530-633-2591

TBE IFS0178 FIRE 2450 EASTRIDGE DR. 916-434-5220

TBE IFS0185 SECURITY “ “ “ 916-434-5220

TBM IFS0179 FIRE 770 WESTVIEW DR. 916-434-5270

TBM IFS0186 SECURITY “ “ “ 916-434-5270

LHS IFS0175 FIRE 790 J STREET 916-645-6360

LHS IFS0184 SECURITY “ “ “ 916-645-6360

PHS IFS0176 SECURITY 870 J STREET 916-645-6395

BUS IFS0169 FIRE 2705 NICOLAUS 916-645-6373

BUS IFS0181 SECURITY “ “ “ 916-645-6373

ANNEX IFS0168 SECURITY 810 J STREET 916-434-5000

DO IFS2028 SECURITY 600 SIXTH STREET 916-645-6350

TO PLACE YOUR CAMPUS ON TEST: CALL IFS MONITORING STATION @
1-866-952-6840 GIVE THEM THE CORRECT ACCOUNT NUMBER OR
ADDRESS OF SCHOOL IF ASKED FOR A PASSWORD, “WPUUSD14”

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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) TECHNOLOGY 916-434-3737 Abigail Castillo, Director 916-300-4214 (cell)
Tsugufumi Furuyama 916-717-7193 (cell)

916-645-5135 (office) 916-645-5175 (office) FSS 916-434-5038 Kevin Perry
209-712-1602 (cell) GEMS 916-645-4020 916-587-2600 (office) SES 530-633-8119 Aaron Dirks 916-751-9584
(cell)

Adrian Fachin 916-434-3737 (office) HEAD START PRESCHOOL Kevin Kabkeo 209-996-5290 (cell) Gabe
Cruz 209-642-9890 (cell) 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
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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 – Litchen
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

DISTRICT OFFICE EXTENSIONS

101 Rebecca Rosales-Wilhelm, District
Office Clerk

122 Tammy Sommer, Account

Technician 102 Emma Oehler, District Office Clerk
Julie Brown, District Office Clerk

123 Bonnie Pellow, Account

Technician 103 124/125 104 Rosemary Knutson ,
Superintendent Secretary

126 Debbie McKinnon, Payroll

Technician 105/10 6

Scott Leaman, Superintendent 127 Rhia Zinzun, Payroll Technician

107 Kerry Callahan, Asst. Supt.

Educational Services

128 Melissa Ramirez, Personnel

Technician 108 Maria Gonzalez, Admin Assist Ed.
Services

129 Katrina Moddelmog, 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. 113 135 Tom Butcher, Facilities

Construction Coordinator 114 Amy Petterson, 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 Mendez, Special Ed. Clerk 145 Emma Oehler,

Communications Coordinator 120 Sandra Hackbarth, Secretary Ed.
Services

146 Christa Burke, Sp.Ed. Program

Specialist 121 Stacie Bess, Account Technician

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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.

DISTRICT ADMINISTRATOR Responsibility Checklist

Superintendent Leaman/Assistant 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.

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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

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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.

SITE COORDINATOR (Task Master) Responsibility Checklist

CCC – Lori Deschamps – 316-9067
COES – Michelle Rowe 530-633-9364
FSS – Bill Justice 847-2420 FRES – Dan
Burbage-Macaluso 267-3238 LCES –
Pam Soha 434-5292 SES – Karen
Roberts 916-759-9862 TBES - Cindy
Hood 770-7420 GEMS – Shanna Parker
949-212-1796 TBMS - Randy Woods
203-4973 LHS – Vicki Eutsey 295-4930
PHS – Tracy Gruber 837-0155

Basic Duties: Coordinate all activities at the incident site.

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

***INCIDENT MANAGEMENT
TEAM***

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

NAME CELL #

CCC – Teresa Avelar 916-645-6390

COES – Annie Larsen 916-316-5462

FSS – Norma Lázaro 916-207-8545

FRES – Chareen Lauritzen 916-434-5255

LCES – Irma Balonek 916-434-5292

SES – Mike Maul 916-849-5060

TBES – Lili Paddeck 916-434-5220

GEMS – Jenifer Freymond 916-645-6370

TBMS – Todd Boynton 916-205-6965

LHS – Barbara Green 916-307-7747

PHS – Clint Nelson 916-276-7262

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INCIDENT MANAGEMENT TEAM

COMMUNITY LIAISON Responsibility Checklist

**Superintendent, Scott
Leaman**

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.

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INCIDENT MANAGEMENT TEAM

TRANSPORTATION Responsibility Checklist

**Mark DeRossett/Boyd
Pyatt**

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.

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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.

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.

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***INCIDENT MANAGEMENT
TEAM***

DISTRICT NURSE Responsibility Checklist

Kelly Gordon & Madi Belfroid - 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

Rosemary Knutson/Maria Gonzalez/Melissa Ramirez

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.

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***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 New Administrative Office Area -

Priority One Old Office Administrative Office Area – **Priority Two**

Fine Arts Theater - **Priority One** New Gym/Old Gym - **Priority Two**

Glen Edwards Middle School

School Office & Staff Room - **Priority One** Room 20/21- **Priority Two**

Multi Purpose Room - **Priority One** Classroom Holding Areas - **Priority Two**

Creekside Oaks Elementary School

Administrative Building/School Office - **Priority One** Library - **Priority Two**

Classroom Holding Areas - **Priority One** Community Center - **Priority Two**

Carlin C. Coppin Elementary School

Main Office Complex - **Priority One** Extension Classroom Unit III – **Priority Two**

Classroom Holding Areas - **Priority One** Multi Purpose Room - **Priority Two**

Sheridan School School Office - **Priority One**

Staff Room – **Priority Two**

Classroom Holding Areas - **Priority One** Multi Purpose Room - **Priority Two** Phoenix High School Office Complex - **Priority One**

Infant Care Center - **Priority Two**

Classroom Holding Areas - **Priority One** Infant Care Center - **Priority Two** First Street School Office Complex – **Priority One**

Library – **Priority Two**

Classroom Holding Areas – **Priority One** Multi/Café – **Priority Two** Twelve Bridges Elementary School

Office – **Priority One** Library – **Priority Two**

Classroom Holding Areas – **Priority One** Multi Purpose Room – **Priority Two**

Foskett Ranch Elementary School

Office – **Priority One** Library – **Priority Two**

Classroom Holding Areas – **Priority One** Multi Purpose Room – **Priority Two** Twelve Bridges Middle School

Office – **Priority One** Library – **Priority Two**

Classroom Holding Areas – **Priority One** Gymnasium – **Priority Two** Lincoln Crossing Elementary

Office – **Priority One** Library – **Priority Two**

Classroom Holding Areas – **Priority One** Multi Purpose Room – **Priority Two** District Office Zebra Room – **Priority One**

Lincoln High School – **Priority Two**

N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM TO

**Carlin Coppin School McBean Park Multi-Purpose/
Lincoln High School**

Creekside Oaks School Lincoln High School

Sheridan School Stuart Hall/LHS

Glen Edwards Middle Lincoln High School

Phoenix High Glen Edwards Middle Sch.

Lincoln High School Glen Edwards Middle Sch.

First Street School Creekside Oaks Elem. Sch.

Twelve Bridges Elem. School Twelve Bridges Middle Sch.

Foskett Ranch School Lincoln High School

Twelve Bridges Middle School Twelve Bridges Elem. School

Lincoln Crossing Elem. School Creekside Oaks Elem. School

District Office Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

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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

530-885-939

AMERICAN RED

2

CROSS 457 Grass

Valley Hwy.

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
916-743-5881 (cell) BRIAN HALEY, BOARD MEMBER 916-995-9864 (home &
cell) KRIS WYATT, BOARD MEMBER 916-768-3803 (cell) PAUL CARRAS,
BOARD MEMBER 916-257-0216 (home & cell) PAUL LONG, BOARD
MEMBER 916-645-8588 (home) GAYLE GARBOLINO-MOJICA, PCOE
530-889-8020 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

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 (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

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

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.

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SECTION FOUR: SPECIFIC RESPONSE PLANS

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 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.

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SECTION FOUR: SPECIFIC RESPONSE PLANS

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. They are to hold up a green sign to indicate all students are accounted for. Holding up a red sign indicates a problem.

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.

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

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 -

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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

RESPONSE TO THREAT IN

NEIGHBORHOOD

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

RETURN TO BUILDING

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

1. Verbal announcement will be broadcast over the campus intercom system.
2. 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

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.
- Teachers will place a colored card in their window to notify personnel status of occupants inside:
Green = all students present Red =
there are missing students No card = it
is not safe to put up the card
- 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-

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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

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

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.

Most bomb threats are received by phone. Bomb threats

Date: Time:

are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

Time Caller Hung Up: Phone Number Where

Call Received:

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as

• Where is the bomb located? possible. DO NOT HANG UP, even if the caller does.

(Building, Floor, Room, etc.)

2. Listen carefully. Be polite and show interest.

- When will it go off?

3. Try to keep the caller talking to learn more information.

- What does it look like?

4. If possible, write a note to a colleague to call the

- What kind of bomb is it? authorities or, as soon as the caller hangs up,

- What will make it explode? immediately notify them yourself.

- Did you place the bomb? Yes No 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.

- Why?

- What is your name?

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.

D D

• WHO TO CONTACT

Follow your local guidelines

- 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: D Accent D Animal Noises D Incoherent D Angry D House Noises D Message read D Calm D Kitchen Noises D Taped D Clearing throat D Street Noises D Irrational D Coughing D Booth D Profane D

Cracking voice D PA system D Well-spoken D Crying D Conversation D Deep D Music D Deep breathing D Motor D Disguised D
Clear
D Distinct D Static D Excited D Office machinery D **Female** D Factory machinery D Laughter D Local
Lisp Loud
D Long distance

D **Male Other Information:** D Nasal D D D D D D D D

Normal Ragged Rapid Raspy **40**

Slow Slurred Soft Stutter

SECTION FOUR: SPECIFIC RESPONSE PLANS

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.

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1

SECTION FOUR: SPECIFIC RESPONSE PLANS

***Insert Evacuation
Map***

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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

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3

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

e

- 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

4
4

STUDENT SIGN OUT SHEET

STUDENT NAME SIGNATURE OF LAST, FIRST 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 _____

4
5

SECTION FIVE: Other Resources

CHILD ABUSE REPORTING

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 Cirby 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)

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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.

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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-Keepin
g

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.

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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 bodywhile 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 adisruption 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.

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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.

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SECTION SIX: Personnel Information

Principal: Reno Penders Assistant Principal:
Mark Rodriguez Secretary: Michelle Rowe
Office Clerk: Melissa Everts Office Clerk:
Catharine Mejir Health Clerk: Maria
Woolley Parent Liaison: Rosabel Ortiz Lead
Custodian: Santiago Hernandez Night
Custodian: Herc Souza

Transitional Kindergarten Kindergarten AM Cristin Beckham Room 4 AM Tami Jeffs Room K-1
PM Jennifer Mason Room 1 AM Regina Hinnenkamp Room K-2 PM Michelle Ruiz Room K-1 PM
Stephanie Maul Room K-2

First Grade Second Grade Lana Parr Room 2 Jackie Drechsler Room 10 Isabelle Keeling Room 5

Lisa Kaufman Room 11 Caryn Carreiro Room 6 April Rennie Room 12

Third Grade Fourth Grade Annie Larsen Room 13 Julie Van Zile Room 26 Shannon Burns Room 15 Stephanie Cassidy Room 27 Shannon Dumler Room 16 Melanee Ford Room 28 Jenna Nohel Room 24

Fifth Grade SDC Grades 3-5 Class/TK - 2 Greg Turner Room 20 Cathy Rogers Room 25 Diana Weiss-Karr Room 21 Shannon Medved Room 14 Margi Avery Room 22

Cathy Hutchings – Music Room 19 Susie Nelson – Science Room 30 Robyn Harp – Music

Room 3 Alyssa Onaka – Psychologist Room 32 Audree

VanWaardenberg Room 34 LeAnne Dolce – RSP Teacher Room 36 Allison Patterson - Science Room 29 Valeria Loberg – Speech Room 33

Intervention Services Provider Debbie Downs Room 31 Jill Roberson Room 29 April Thornburg Room 31 Michelle Wellburn Room 29 Sara Becker Room 31

Charlene Pallas RSP Aide Room 36

Michelle Harris SDC Aide Room 25

Terri Moseman SDC Aide Room 14

Wendi Pineschi SDC Aide Room 14

Maha Peterson SDC Aide Room 14

Kellie Rafferty SDC Aide Room 14

Natalie Pipia 3rd Grade Aide Room 2

Elena Bessette Librarian Library

TK / Kindergarten Aides Lori Snyder

Rooms 1, 4 Maha Peterson Rooms K-1 &

K-2 Sara Becker Rooms K-1 & K-2

Food Services Yolanda Vinegas Cafeteria

Manager Olga Alfaro Cafeteria Lynn

Stansbury Cafeteria

Campus/Cafeteria

Supervisors Erica Morales

Trinity Cooney Tiffany

Brown Carolina Cabrera

Component #1 – People & Programs Goal #1: Student Achievement

Creekside Oaks Elementary School is located in Western Placer Unified School District in the city of Lincoln.

The school serves TK through sixth grade. The student enrollment is currently 630.

- Creekside Oaks is one of eleven schools in WPUSD and reflects the diversity of Lincoln.
 - Cultural and ethnic backgrounds of our students are acknowledged, respected, and incorporated into the school curriculum and/or on-going activities.
 - The school uses the PBIS behavioral intervention system in conjunction with Love and Logic.
 - Creekside offers behavioral and emotional support through the school psychologist and classroom programs such as Second Step.
 - Creekside Oaks is currently collaborating with the other elementary schools in WPUSD to create language arts lessons and common assessments.
 - Creekside Oaks uses iReady and Ready Common Core curriculum to help support the individual needs of students.
 - Students with special needs are readily accepted by peers and accommodated by staff, regardless of their abilities and challenges. We have a TK – 2, 3 – 5, SDC and RSP classes on site.
 - The school schedule includes PLC time every Monday, an intervention pullout for math and English, based on their past academic performance. Data is tracked through our PLC's, MTSS systems, and intervention times.
 - We have a targeted Title 1 program (intervention) that supports language arts and math through data collection of the PLC.
 - After school tutoring is offered three days a week. Tutors consist of teachers, classified employees and LHS Students.
 - Creekside Oaks fifth grade students take part in an educationally rich science camp held at Fort Bragg.
 - Personnel have received professional development with the Youth Development Institute, TESS,

PLC, ELL, GLAD, STEM, AVID, and in curricular areas.

- A district nurse, LVN, and health clerk monitor check students for various health issues such as vision testing, hearing testing, immunizations, head lice, scoliosis, family life, and minor injuries.
- Parents are viewed as partners in the education of our students. A strong support network is provided for parents and students (Lighthouse Resource and Counseling Center and District Health Services provide prevention and intervention programs for students and families, Free and Reduced Lunch Program). We have parent outreach through our parent engagement nights and PIQUE classes.
- Students are empowered through leadership roles in programs such as Recess Rangers, Bucket Brigade, Leadership, and big buddies.
- A parent liaison offers support for parents, students, and staff.
- We continue to add technology to advance the learning through intervention, enrichment, and 21st century skills.

Goal #2: Emotional and Physical Safety

- The school resource officer assists the administration and teachers through advice for evacuation procedures, other drills, and support of students.
- The school's staff and students regularly participates in several safety drills such as fire, lockdown, shelter in place and earthquake.
- School visitors, guests, and parent volunteers are required to sign in and obtain badges at the front office before entering the campus.
- A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom.
- Physical conditions on campus which may lead to accidental harm are immediately addressed and/or repaired.
- There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible, promptly replacing broken windows, taking pictures to document the vandalism, and notifying the Lincoln Police Department.
- A campus wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear and effective announcements at any time. Teachers and staff are equipped with hand held radios to communicate.
- Security alarms, camera monitors, and fire alarms enhance overall security. The camera system has been,

and continues to be, updated. It has already greatly limited incidents of vandalism and school behavior issues.

- Classrooms are maintained, free of physical hazards, and equipped with telephones and intercoms/communication systems.
- Teachers all have green/red yes/no signs to hang in the doorway to signal the safety status of the classroom in a crisis situation. We also use google docs to check student's locations during a lock down situation. Classrooms are equipped with locking bars for lockdown situations.
- A site emergency plan is in place and site fire drills, lock down drills, and earthquake drills are scheduled.
- Classrooms are being provided with lock down magnets or lock down bar locks.
- Each teacher on campus will have a radio to communicate during a crisis or other safety situations.
- Standard incident reporting procedures are in place. SRP from the I Love You Guys foundation.
 - The school has adequate and proper protection against falls from recreational equipment and landscaping designs prevent students from climbing to dangerous heights.
 - Four cafeteria aides and administrators monitor campus during lunch time. Two aides monitor inside the cafeteria, the hallway, and outside eating area. The other two aides monitor the playground and field area. Each aide has a walkie-talkie to communicate with one another, administrators, and custodian.
- During their assigned duty weeks, teachers supervise areas throughout campus before school, recess, and after school.
- Valuables and equipment are inventoried properly, engraved for identification, and stored securely.
- Continue to work with the district and other sites to implement the Standard Reporting Procedures.

Component #2 – Physical Environment Goal #1: Safe Entrance and Exit

- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Change the times the gates are locked, increase the amount of time the gates are locked before and after school.
- Continue to add security cameras.
- Add a divider down First Street to better control the flow of traffic in one direction. We are working with the City of Lincoln to change the First Street drop off to increase the safety of the school. The City was awarded a

grant to change the entrance and we are in the planning stages of a new drop off.

- Continue to work with the district and other sites to implement the Standard Reporting Procedures and

Standard Unification Practices. **Goal #2: Safe and Secure Environment**

- Continue to add security cameras.
 - Continue and add to the school safety team, this includes having specific jobs for each member and actively evaluate safety drill to continue to improve school safety.
- Implement a DOGS (Dads Of Great Students) program to have a positive male role model presence on campus.
 - Have all of the blinds and/or curtains fixed or replaced so we can have classrooms lock downed with students out of sight lines during a classroom lockdown.
- Continue to work with the district and other sites to implement the Standard Reporting Procedures.

Creekside Oaks Site Safe School Plan and Goals

Ensuring a Safe and Orderly Environment

Component One – People and Programs

Action Plan

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

Objectives

:

1. As measured by SBAC Assessment for Reading and Math, each grade level (3 – 5) will increase the number of students scoring at proficient or at grade level by at least 10%.
2. All Creekside Oaks Elementary School English Language Learners will advance one proficiency level this school year from the previous school year on the ELPAC until reclassified as Fluent English Proficient (FEP).
3. Identified special education students will meet IEP goals that are aligned with grade level

standards.

Student Support and Intervention Opportunities:

- Student Success Team (SST) is available for students that are having academic difficulties.
 - A Title I intervention program with four ISP's (Intervention Services Providers) will work with first through fifth grade students to bring them up to academic grade levels.
 - School wide intervention time blocks that allow each PLC to target student individual needs.
 - EL students (English Learners) are supported through whole class core curriculum instruction and through ELD designated and integrated group instruction.
 - All classroom teachers have specialized certificated or credentialed training in one of the following: CLAD, BCLAD, SDAIE.
 - Through the support of Title 1 funds, additional supplemental programs in Reading Language Arts and math have been purchased to enhance the opportunity to support and intervene with students that are struggling below grade level. This includes ready common core, iReady, Time, and Scholastic.
 - Special Education students receive intervention according to their Individualized Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC).
-
- Students meeting and exceeding grade level standards at Creekside Oaks or who are GATE identified (grades 2 – 5) will be challenged by higher level thinking activities and accelerated programs.
 - The SCHOOLS group, from Sun City Lincoln Hills, schedules trained adult volunteers to support student learning in the classrooms by working with students in small groups and individually.
 - Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all students.
 - Staff will analyze student assessment data to plan instruction. Collaboration occurs during Early Release Days when grade level teams have Professional Learning Community (PLC) meetings.
 - Classroom Instruction and activities will be differentiated to meet the needs of at-risk, GATE, and English Language Learners in the classroom.
 - Illuminate provides assessment information for teacher analysis and diagnosis of student needs.
 - Positive rewards and recognition programs for academics encourage success and motivates student.
 - Categorical monies are provided for grade levels to hire substitutes and take days intermittently to develop curriculum, lessons, assessments, and to analyze their teaching effectiveness.

- After school tutors are hired to provide extra support for those students who do not have the necessary adult support.
- Technology will be added to the site and trainings will be provided to advance teachers capacity to use and teach technology in the classroom.

Goal #2: Creekside Oaks' students will feel emotionally and physically safe at school.

Objectives

:

1. There will be a 15% decrease in the amount of office discipline referrals for major and minor incidents as well as out of school suspensions for this school year as compared to last year.
2. Average Daily Attendance (ADA) will increase by 0.5% this school year as compared to last school year.

Student Support and Intervention Opportunities:

- The Discipline Committee meets monthly to analyze behavior data, identify areas of need, and brainstorm solutions to create a process of continual improvement in student positive behavior.
 - The Discipline Committee will also assure that programs and processes are in place so that the PBIS (Positive Behavior Intervention Support) process and programs are implemented with fidelity.
 - The Discipline Committee will receive additional training and guidance from PCOE to assure proper implementation of the PBIS process.
 - The Recess Ranger program allows qualifying student opportunities to develop leadership skills in planning, organizing and relationship skills.
-
- A MTSS process has been established to support students that need additional behavior supports. A process is in place to assure that students will receive this support in a timely manner. Those supports include different levels of intervention depending on the needs of the child.
 - The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need.
 - Educational programs are implemented where possible to focus on specific health issues, such

as nutrition and alcohol / drug prevention where grade level appropriate.

- Students experiencing behavioral difficulties may be referred to the Student Success Team to explore intervention options.
 - School site administration will work with office staff to track and notify parents of students that are absent or truant on an excessive basis.
 - A school psychologist is available for counseling with students as needed.
 - One on one and group counseling is provided to support students with mental and behavioral needs.
 - Local law enforcement and community agencies will make presentations on child safety issues when possible.
 - A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families as needs arise.
 - The school site will provide to families in need, a list of local agencies to which people can refer for additional support and guidance.
 - Focus is placed on positive character traits such as Safe, Respectful, Responsible, and Unified.
- COES has implemented the “Bucket Filler” program which teaches students to use kindness through their words and deeds to be helpful and encouraging to others. **Parent Support for component one:**
- A referral system is in place for parents, through the school district and other agencies, to provide child services as needed: Parenting Classes (Love and Logic), Counseling (individual through Lighthouse Counseling services), and SARB (School Attendance Review Board).
 - Parents are included as part of the Student Success Team to help create action plans that include modifications to help students become successful.
 - Parents are active participants in School Site Council, Parent Teacher Organization, and various committees and classroom activities to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures.
 - Western Placer Unified School District’s Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs.
 - Parents are always encouraged to be involved in their child’s education. An example: parents of English Learners attend ELAC meetings, quarterly, to express their concerns and needs and to give input on school programs.
 - Love and Logic training for parents will be provided by the school district at a nominal fee.
 - Free and reduced breakfast and lunch programs are available for qualifying students.
 - Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.

- Additional outside supports are available on a needs basis for individuals and families.

Staff Support for component

one:

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

relationships with all students.

Ensuring a Safe and Orderly Environment

Component Two: The Physical Environment (Place)

Action Plan

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

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

Objectives

:

1. School administration will work with local agencies to assure the most effective and efficient plan is in place for parent pick-up and drop-off of students. 2. The school administrators will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety. 3. Parents will be well informed as to the proper conduct and rules and procedures of the parking lot. 4. Procedures will be put in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies. 5. A Crisis Management Team and strategies will be in place in emergency situations. 6. Emergency kits will be checked regularly and updated as needed.

Student Support

- Creekside Oaks works with Western Placer Unified School District Transportation to maintain

safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.

- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, school newsletter, and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures.
- Procedures are in place for student emergency situations.
- Emergency exit plans are posted in every classroom.
- Teachers discuss and review the emergency plans with students.