

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
Brian Haley - Vice President
Ana Stevenson - Clerk
Terry Gage - Member
Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Bob Noyes, Assistant Superintendent of Personnel Services
Mary Boyle, Assistant Superintendent of Educational Services
Joyce Lopes, Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

<u>School</u>	<u>2008 CBEDS</u>	<u>01/07/10</u>	<u>02/10/10</u>
Sheridan School (K-5)	80	92	93
First Street School (K-5)	418	421	418
Carlin C. Coppin Elementary (K-5)	428	444	441
Creekside Oaks Elementary (K-5)	617	635	647
Twelve Bridges Elementary (K-5)	714	715	715
Foskett Ranch Elementary (K-5)	508	545	546
Lincoln Crossing Elementary (K-5)	582	601	596
Glen Edwards Middle (6-8)	638	629	633
Twelve Bridges Middle School (6-8)	838	832	825
Lincoln High School (9-12)	1,473	1,459	1,440
Phoenix High School (10-12)	87	90	88
PCOE Home School	0	0	0
TOTAL:	6,388	6,463	6,441

Preschool/Head Start

First & J Street 24
Carlin Coppin 24 -A.M. / 20 -P.M.
Sheridan 20

Pre-K/Special Ed

Foskett 26
FSS PPPIP 39
Carlin Coppin 3

Adult Education 268

First-5 Program

First Street 20-A.M. / 18-P.M.

GLOBAL DISTRICT GOALS

- ~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
- ~Foster a safe, caring environment where individual differences are valued and respected.
- ~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
- ~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
- ~Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
February 16, 2010, 7:00 P.M.
LINCOLN CROSSING ELEMENTARY SCHOOL
635 Groveland Lane, Lincoln, CA 95648

AGENDA

2009-2010 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

5:40 P.M. START

1. **CALL TO ORDER** – Lincoln Crossing Elementary School Multi-Purpose Room

5:45 P.M.

2. **CLOSED SESSION** – Lincoln Crossing Elementary School – Conference Room

- 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

Student Discipline/Expulsion Pursuant to E.C. 48918

Student Expulsion # 09-10 I

- 2.2 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

Student Discipline/Expulsion Pursuant to E.C. 48918

Student Expulsion # 09-10 K

- 2.3 **CONFERENCE WITH LEGAL COUNSEL-EXISTING**

LITIGATION WPUSD, as intervener, v. Edge Development;

NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.;

and DOES 1-100

- 2.4 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln Crossing Elementary School – Multi-Purpose Room

4. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

- 4.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

Student Discipline/Expulsion Pursuant to E.C. 48918

February 16, 2010

Agenda

- Student Expulsion # 09-10 I
- 4.2 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 09-10 K
- 4.3 CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION** WPUSD, as intervener, v. Edge Development;
NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.;
and DOES 1-100
- 4.4 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
- 5. SPECIAL ORDER OF BUSINESS**
Featuring Lincoln Crossing Elementary School

6. CONSENT AGENDA

NOTICE TO THE PUBLIC

All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

- 6.1 Approve Classified Personnel Report.
- 6.2 Approve disposal of obsolete and non functioning equipment.
- 6.3 Approve Student Discipline/Stipulated Expulsion for student #09-10 J.
- 6.4 Approve Student Discipline/Expulsion Re-Entry for student #08-09 EE.
- 6.5 Approve 2010 CSBA Delegate Assembly Election.
- 6.6 Approve City of Lincoln Community Grant award to Special Education.
- 6.7 Approve Knights of Columbus donation to Special Education.
- 6.8 Approve Overnight Retreat to Camp Alta for High School Students.
- 6.9 Approve new language of the Local Plan for the Placer County SELPA.
- 6.10 Approve School Safety Plans.

Roll call vote:

7. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda, but within the board's subject matter jurisdiction. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

8. REPORTS & COMMUNICATION

- 8.1 Lincoln High School, Student Advisory – Jerusha Loya
- 8.2 Western Placer Teacher's Association – Mike Agrippino
- 8.3 Western Placer Classified Employee Association – Mike Kimbrough
- 8.4 Superintendent – Scott Leaman

February 16, 2010

Agenda**9. ♦ ACTION ♦ DISCUSSION ♦ INFORMATION**

Members of the public wishing to comment on any items should complete a yellow **REQUEST TO ADDRESS BOARD OF TRUSTEES** form located on the table at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk before each item is discussed.

9.1 Information/ Discussion **INTERDISTRICT AGREEMENT/RESIDENCY BASED ON EMPLOYMENT – Leaman** *(09-10 G & O Component I, II, IV)*

- The board will discuss implementation of the two board policies.

9.2 Discussion/ Information **FOSKETT RANCH SPEICAL EDUCATION MODULAR CONSTRUCTION COSTS – Allen** *(09-10 G & O Component I, II, IV)*

- Attached is an overview of the construction costs, soft costs and anticipated state funding associated with the placement of the 60x40 modular special education classroom building at Foskett Ranch.

10. BOARD OF TRUSTEES**10.1 FUTURE AGENDA ITEMS**

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Relationship with Sierra Community College
- Twelve Bridges High School
- Gladding Parkway Carlin C. Coppin

10.2 BOARD MEMBER REPORTS/COMMENTS**11. ESTABLISHMENT OF NEXT MEETING(S)**

- The President will establish the following meeting(s):
 - March 2, 2010 7:00 P.M., Lincoln High School Performing Arts Theater
 - March 16, 2010 7:00 P.M., Phoenix High School (*Location of the meeting will be at Lincoln High Performing Arts Theater*)

12. ADJOURNMENT

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 02/10/10

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**DISCLOSURE
OF ACTION
TAKEN IN
CLOSED SESSION,
IF ANY**

Western Placer Unified School District

CLOSED SESSION AGENDA

Place: Lincoln Crossing Elementary School – Office Conference Room

Date: Tuesday, February 16, 2010

Time: 5:45 P.M.

1. LICENSE/PERMIT DETERMINATION
 2. SECURITY MATTERS
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 4. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**
 5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
 6. LIABILITY CLAIMS
 7. THREAT TO PUBLIC SERVICES OR FACILITIES
 8. **PERSONNEL**
 - * PUBLIC EMPLOYEE APPOINTMENT
 - * PUBLIC EMPLOYEE EMPLOYMENT
 - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - * **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
 - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
 9. CONFERENCE WITH LABOR NEGOTIATOR
 10. **STUDENTS**
 - * **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
 - * STUDENT PRIVATE PLACEMENT
 - * INTERDISTRICT ATTENDANCE APPEAL
 - * STUDENT ASSESSMENT INSTRUMENTS
 - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
-
1. **LICENSE/PERMIT DETERMINATION**
 - a. Specify the number of license or permit applications.
 2. **SECURITY MATTERS**
 - a. Specify law enforcement agency
 - b. Title of Officer,
 3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
 - a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
 - b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

- c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.
- 4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
 - a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
 - b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
- 5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
 - a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
 - b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
- 6. **LIABILITY CLAIMS**
 - a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
 - b. Agency claims against.
- 7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
 - a. Consultation with: specify name of law enforcement agency and title of officer.
- 8. **PERSONNEL:**
 - A. **PUBLIC EMPLOYEE APPOINTMENT**
 - a. Identify title or position to be filled.
 - B. **PUBLIC EMPLOYEE EMPLOYMENT**
 - a. Identify title or position to be filled.
 - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
 - a. Identify position of any employee under review.
 - D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
 - a. It is not necessary to give any additional information on the agenda.
 - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
 - a. No information needed
- 9. **CONFERENCE WITH LABOR NEGOTIATOR**
 - a. Name any employee organization with whom negotiations to be discussed are being conducted.
 - b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
 - c. Identify by name the agency's negotiator
- 10. **STUDENTS:**
 - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
 - B. **STUDENT PRIVATE PLACEMENT**
 - Pursuant to Board Policy 6159.2
 - C. **INTERDISTRICT ATTENDANCE APPEAL**
 - a. Education Code 35146 and 48918
 - D. **STUDENT ASSESSMENT INSTRUMENTS**
 - a. Reviewing instrument approved or adopted for statewide testing program.
 - E. **STUDENT RETENTION/ APPEAL**
 - a. Pursuant to Board Policy 5123

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Student Discipline/
Expulsion
Student #09-10 I

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #09-10 I

RECOMMENDATION:

The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

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SUBJECT:

Student Discipline/
Expulsion
Student #09-10 K

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #09-10 K

RECOMMENDATION:

The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

**SPECIAL
ORDER
OF
BUSINESS**

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SUBJECT:

Featured School:
Lincoln Crossing Elementary School

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL VOTE:

No

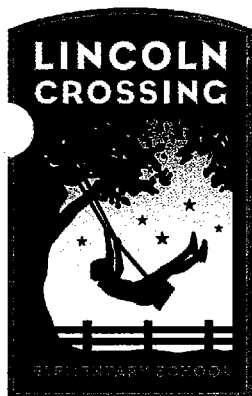
BACKGROUND:

Lincoln Crossing Elementary School will share a short presentation to the Board of Trustees. They will focus on the following:

- Pupils
- Parents
- Programs

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.



Western Placer
Unified School District

635 Groveland Lane
Lincoln, CA 95648
(916) 434-5292
Fax: (916) 434-5261

www.wpusd.k12.ca.us

Principal
Kevin D. Kurtz

**Lincoln Crossing Elementary School
Board Presentation – February 16, 2010
7:00 PM – LCES Multi-Purpose Room**

Welcome to the Western Placer Unified School District Board of Trustees. The school presentation will feature a group of students in our Broadcast Club who will present information about the school via a special news broadcast. After the broadcast, the Board is welcome to visit the students in the studio.

Broadcast Members

Crystal Gomez, Director
Jessica McKeon, Anchor
A.J. Gonzales, Anchor
Colin Clay, Technical Director
Arieen Bassler, Audio Technician
Emily Bartlett, Camera Operator
Salma Elliessy, Video Technician
Ashley Bortolus, Computer Technician

Broadcast Outline

Intro/School Events
Science Program
Leadership Program
Music Program
Closing

5.1

CONSENT

AGENDA

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

6.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 16, 2010

CLASSIFIED/MANAGEMENT

NEW HIRES:

- | | | | | |
|----|------------------|-----------------------------------|-------------------|------------------------|
| 1. | Name: | Curtis Stizzo | Effective: | 2/22/10 |
| | Position: | Director of Maint & Op | Site: | District Office |
| | Salary: | Senior Management Contract | Funding: | General |
| | Hours: | 8 Hours/Days | | |
| | Days: | 12 Months/Year | | |

ADDITIONAL POSITION

- | | | |
|----|-------------------|-------------------------------|
| 1. | Name: | Rafaela Balderas |
| | Position: | Campus/Café Sup |
| | Salary: | CSEA, Range 13, Step C |
| | Hours: | 30 Minutes/Days |
| | Days: | 10 Months/Year |
| | Effective: | 2/3/10 |
-
- | | | |
|----|-------------------|-------------------------------|
| 2. | Name: | Rafaela Balderas |
| | Position: | Campus/Café Sup |
| | Salary: | CSEA, Range 13, Step C |
| | Hours: | 30 Minutes/Days |
| | Days: | 10 Months/Year |
| | Effective: | 2/8/10 |

ADDITIONAL HOURS

- | | | |
|----|-------------------|---|
| 1. | Name: | Ausanee Suttivong |
| | Position: | Campus/Café Sup |
| | Hours: | From 1 hr 35 minutes to 1 hr 40 Minutes/Days |
| | Days: | 10 Months/Year |
| | Effective: | 2/1/10 |
-
- | | | |
|----|-------------------|-------------------------------------|
| 2. | Name: | Roberta Giles |
| | Position: | Special Ed Clerk |
| | Hours: | From 4 hours to 6 Hours/Days |
| | Days: | 10 Months/Year |
| | Effective: | 2/1/10 |

6.1.1

TRANSFER

1. **Name:** Yolanda Venegas
 Old Position: Campus/Café Sup/Food Service Asst.
 New Position: Food Service Lead
 Hours: 6 Hours/Days
 Days: 10 Months/Year
 Effective: 2/1/10

RESIGNATION

1. **Name:** Erin Bertuccelli
 Position: Intervention Service Provider
 Hours: 3.5 Hours/Days
 Days: 10 Months/Year
 Effective: 2/5/10

6.1.2

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:

Approval to dispose of obsolete and non functioning equipment. WPUSD School Board Policy #3270

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Lyons,
Director of Technology

ENCLOSURES:

Yes

DEPARTMENT:

Technology

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The Technology Department regularly collects none working and obsolete technology equipment from sites. (See Disposal List) Any equipment that can be recycled or used for spare parts is salvaged all other equipment is stored for proper disposal in the outside storage area at the old district office. Disposal must be in compliance with Ewaste recycling requirements. We are currently using a certified Ewaste recycling company which does not charge for disposal. (See attachment) The estimated value of the items is less than \$2500.00.

RECOMMENDATION:

Staff recommends the Board approve disposal of Ewaste.

Qty	Mfg	Asset ID	Model	Description	Site
1	Dell	16WNL11	GX50	Computer	CCC
1	Dell	290Z671	GX280	Computer	CCC
1	Dell	3JXRZ01	GX60	Computer	CCC
1	Dell	6848M11	GX50	Computer	CCC
1	Dell	7HBKN11	GX50	Computer	CCC
1	Dell	CJ0KW71	GX280	Computer	CCC
1	Dell	F528K11	GX50	Computer	CCC
1	Dell	H3JG631	GX60	Computer	CCC
1	Dell	H4XNL11	GX50	Computer	CCC
1	Dell		1700	Printer	CCC
1	Canon		i860	Printer	CCC
1	Dell Inc.	1395	GX50	Computer	COE
1	Dell Inc.	1977	OptiPlex GX60	Computer	COE
1	Dell Inc.	2188	OptiPlex GX60	Computer	COE
1	Dell Inc.	2197	OptiPlex GX60	Computer	COE
1	Dell Inc.	2766	GX50	Computer	COE
1	Dell Inc.	3290	OptiPlex GX60	Computer	COE
1	Dell Inc.	3446	OptiPlex GX270	Computer	COE
1	Dell	3B0Z671	GX280	Computer	COE
1	Dell	4DFMP71	GX280	Computer	COE
1	Dell	7BJSY01	GX240	Computer	COE
1	Dell	81VS911	GX240	Computer	COE
1	Dell	C9FMP71	GX280	Computer	COE
1	Dell	GTMHC51	GX280	Computer	COE
1	Dell	JTMHC51	GX280	Computer	COE
3	Dell		CRT	Monitor	COE
1	Canon		i860	Printer	COE
42	Dell		CRT	Monitor	DIST
1	Dell Inc.	743	GX 240	Computer	DO
1	Dell Inc.	2132	GX270	Computer	DO
1	Dell Inc.	2235	GX 280	Computer	DO
1	Dell Inc.	3134	GX 280	Computer	DO
1	Dell Inc.	3145	GX 280	Computer	DO
1	Dell Inc.	3282	GX 280	Computer	DO
1	Dell Inc.	7D7K741	OptiPlex GX60	Computer	DO
1	Dell	7K07611	1400SC	Server	DO
1	Dell	90MLR51	GX280	Computer	DO
1	Dell	B1D7X21	GX270	Computer	DO
1	Dell	BK07611	1400SC	Server	DO
1	Dell	DK07611	1400SC	Server	DO
1	HP		P2015	Printer	DO
1	Belkin		F6C1000	Battery Backup	DO
1	Dell	JN0KW71	GX280	Computer	FRE
1	gateway		400SD4	Laptop	FRE
1	Canon		i3000	Printer	FRE
2	Canon		Ip3000	Printer	FRE
1	Dell	3VMHC51	GX280	Computer	FSS
1	Canon		i860	Printer	FSS
1	Brother		HL1440	Printer	FSS
2	HP		P2015	Printer	FSS

6.2.1

1	HP		940c	Printer	FSS
1	HP		4400	Scanner	FSS
1	FCC	456	Generic	Computer	GEM
1	FCC	750	Generic	Computer	GEM
1	FCC	795	Generic	Computer	GEM
1	Generic	857	Generic	Computer	GEM
1	FCC	1128	Generic	Computer	GEM
1	gateway	1239	E-3400	Computer	GEM
1	FCC	1240	Generic	Computer	GEM
1	Dell Inc.	1978	OptiPlex GX60	Computer	GEM
1	Dell Inc.	1980	OptiPlex GX60	Computer	GEM
1	Dell Inc.	1981	OptiPlex GX60	Computer	GEM
1	FCC	2242	Generic	Computer	GEM
1	Dell Inc.	2274	OptiPlex GX60	Computer	GEM
1	FCC	2287	Generic	Computer	GEM
1	Dell Inc.	2317	GX270	Computer	GEM
1	Dell Inc.	2324	GX270	Computer	GEM
1	Dell Inc.	2729	OptiPlex GX60	Computer	GEM
1	Dell	1BLPP61	GX280	Computer	GEM
1	Dell	1HRXZ01	GX240	Computer	GEM
1	Dell	31VS911	GX240	Computer	GEM
1	Dell	46WNL11	GX50	Computer	GEM
1	Dell	51VS911	GX240	Computer	GEM
1	Dell	52XKB21	GX60	Computer	GEM
1	Dell	590Z671	GX280	Computer	GEM
1	Dell	6C4KX51	GX280	Computer	GEM
1	Dell Inc.	6HD3B11	OptiPlex GX240	Computer	GEM
1	Dell	7DFMP71	GX280	Computer	GEM
1	Dell Inc.	7HD3B11	OptiPlex GX240	Computer	GEM
1	Dell	8948M11	GX50	Computer	GEM
1	Dell	8CFMP71	GX280	Computer	GEM
1	Dell	9700S21	GX60	Computer	GEM
1	Dell	9GQMT41	GX60	Computer	GEM
1	Dell	DQVS911	GX240	Computer	GEM
1	Dell	DR5RT11	GX150	Computer	GEM
1	Dell	F4C9X11	GX50	Computer	GEM
1	Dell	JYQ1741	GX60	Computer	GEM
1	Dell Inc.		CRT	Monitor	GEM
5	Dell		CRT	Monitor	GEM
1	HP		6940	Printer	GEM
8	Dell		CRT	Monitor	GEM
1	HP		722c	Printer	GEM
5	Dell			Monitor	GEM
1	FCC		Generic	Computer	GEM
5	Dell		CRT	Monitor	GEM
3	FCC		CRT	Monitor	GEM
1	Dell		CRT	Monitor	GEM
1	HP		690c	Printer	GEM
1	HP		970cxi	Printer	GEM
1	Brother		ML1430	Printer	GEM
1	Dell Inc.	738	GX240	Computer	LHS

6.2.2

1	Dell Inc.	13XKB21	OptiPlex GX60	Computer	LHS
1	Dell	25P4H31	OptiPlex GX270	Computer	LHS
1	Dell Inc.	2NQMT41	OptiPlex GX60	Computer	LHS
1	Dell Inc.	33XKB21	OptiPlex GX60	Computer	LHS
1	Dell Inc.	3628K11	GX50	Computer	LHS
1	Dell Inc.	3LQMT41	OptiPlex GX60	Computer	LHS
1	Dell Inc.	63XKB21	OptiPlex GX60	Computer	LHS
1	Dell Inc.	7WBWB51	GX270	Computer	LHS
1	Dell Inc.	82XKB21	OptiPlex GX60	Computer	LHS
1	Dell Inc.	8LQMT41	OptiPlex GX60	Computer	LHS
1	Dell Inc.	8NQMT41	OptiPlex GX60	Computer	LHS
1	Dell Inc.	9728K11	OptiPlex GX50	Computer	LHS
1	Dell Inc.	CX8VW31	OptiPlex GX270	Computer	LHS
1	Dell Inc.	D2XKB21	OptiPlex GX60	Computer	LHS
1	Dell Inc.	G2XKB21	OptiPlex GX60	Computer	LHS
1	Dell Inc.	GGQMT41	GX60	Computer	LHS
1	Dell Inc.	GLQMT41	OptiPlex GX60	Computer	LHS
1	Dell Inc.	JLQMT41	GX60	Computer	LHS
1	Dell Inc.	JNQMT41	OptiPlex GX60	Computer	LHS
2	QuickPad		Quickpad	Smart Keyboard	LHS
1	Dell	6VMHC51	GX280	Computer	SES
1	Dell	D6LPP61	GX280	Computer	SES
1	Canon		i860	Printer	SES
1	HP	2742	XV800	Computer	TBE
1	Dell	25X3Y51	GX280	Computer	TBE
1	Dell	9D7K741	GX60	Computer	TBE
1	Dell	9L8VB71	D8400	Computer	TBE
1	Compaq	1814	Presario	Laptop	FSS
1	Dell	DTMHC51	GX280	Computer	TBE
1	Dell	DYQ1741	GX270	Computer	TBE
1	Tripplite		E500	Battery Backup	CCC
1	Dell	GHRZ01	GX240	Computer	TBE
1	Dell	GRLP741	GX270	Computer	TBE
1	Dell	HR5RT11	GX150	Computer	TBE
3	Canon		i860	Printer	TBE
1	Epson		820	Printer	TBE
1	Canon		i4000	Printer	TBE
1	Generic			Monitor	TBE
1	Dell			Monitor	TBE
1	HP		4250n	Printer	TBM
210					

6.2.3

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Student Discipline/
Stipulated Expulsion
Student #09-10 J

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Administration

ENCLOSURES:

No

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

No

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action to approve the Stipulated Expulsion for Student 09-10 J as agreed upon between parents and district staff.

RECOMMENDATION:

The administration recommends the Board of Trustees approve the Re-Entry Expulsion.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Student Discipline/
Expulsion Re-Entry
Student #08-09 EE

AGENDA ITEM AREA:

Consent

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

February 16, 2010

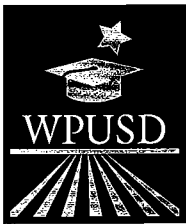
ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action to approve the Re-Entry Expulsion for Student 08-09 EE.

RECOMMENDATION:

The administration recommends the Board of Trustees approve the Re-Entry Expulsion.



WESTERN PLACER UNIFIED SCHOOL DISTRICT

600 Sixth St., Suite 400, Lincoln, CA 95648
Ph: (916) 645-6350

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Terry Gage
Ana Stevenson

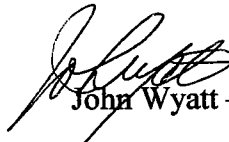
Superintendent: Scott Leaman

February 4, 2010

School Board:

The following student have met with me and successfully completed their Expulsion re-entry conditions set by the Board and are eligible to return to the Western Placer Unified School District for the remainder of the 2009-2010 school year.

Student # 08-09 EE


John Wyatt – District Hearing Officer

64.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

- 1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
- 2. Foster a safe, caring environment where individual differences are valued and respected.**
- 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
- 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
- 5. Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

2010 CSBA Delegate Assembly Election

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees approves the nomination of Brian Haley as a CSBA Delegate Assembly. Ballots must be submitted by March 15, 2010.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees approve Brian Haley for CSBA Delegate Assembly.

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 15, 2010**

January 29, 2010

MEMORANDUM

TO: All Board Presidents and Superintendents
CSBA Member Boards of Education

FROM: Frank Pugh, President

SUBJECT: 2010 CSBA Delegate Assembly Election
U. S. Postmark Deadline – Monday, March 15, 2010

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region. The material consists of the ballot on red paper, required biographical sketch, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be copied for inclusion in board agenda packets. However, **only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or board clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Envelopes with the ballots must be postmarked by the U.S. Post Office on or before Monday, March 15. No exceptions are allowed.**

Election results will be available no later than Wednesday, March 31. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2010 – March 31, 2012. The next meeting of the Delegate Assembly is on Saturday, May 22 – Sunday, May 23 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s Web site no later than Monday, April 5. Please do not hesitate to contact Michelle Neto in the Administration department at (800) 266-3382 should you have any questions.



6.5.1

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **MONDAY, MARCH 15, 2010**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2010 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-D
(Nevada, Placer, Sierra Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2010 – March 31, 2012

**denotes incumbent*

☐

Brian Haley (Western Placer USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

TITLE

School District

See reverse side for a current list of all Delegates in your Region.

6.5.2

Region 4 – Steve Meagher, Director (Red Bluff Union ESD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Rhonda J. Johnson (Red Bluff joint Union HSD), term expires 2010

Subregion B

Kathy White (Oroville City ESD), term expires 2011

Subregion C

Sharman Kobayashi (Yuba City USD), term expires 2011
Vacancy, term expires 2010

Subregion D

Trish Gerving (Nevada City USD), term expires 2011
Susan Goto (Roseville City SD), term expires 2011
Lynn MacDonald (Placer Union HSD), term expires 2010

County Delegate

Bessie Hironimus (Butte COE), term expires 2010

Counties

Glenn, Tehama (Subregion A)
Butte (Subregion B)
Colusa, Sutter, Yuba (Subregion C)
Nevada, Placer, Sierra (Subregion D)

6.5.3

**CSBA****2010 Delegate Assembly Biographical Sketch Form****Due: Thursday, January 7, 2010** (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted.

Name: Brian HaleyRegion/Subregion: Placer County - 4/DDistrict or COE: Western Placer Unified School District Years on board: 3 ADA: 6500Contact Number: 916-660-7201 E-mail: bhaley@sierracollege.eduAre you a continuing Delegate? ☐ Yes ☒ No

If yes, how long have you served as a Delegate?

Please describe your activities/involvement in CSBA and explain why you are interested in serving as a CSBA Delegate.

In order to try to improve K-12 educational outcomes in California, one must belong to CSBA. Local Boards are extremely important to the governance and success of individual school districts. However, it is only through the state organization that real change can be effected. I attended the recent CSBA annual Conference in San Diego, and was impressed with the commitment and sincerity of the people I met, all CSBA members. I would like to join the Delegate Assembly to help our organization make effective change in the quality of our schools.

Please describe your activities/involvement or interests in your local district.

I am in my second year as Vice President of the Western Placer Unified School District Board. I serve on our Educational Foundation Board and help allocate funds to worthy projects that support student learning and student safety (e.g. Sober Grad). I am also working to secure land trust status for a 600 acre farm that is part of our District and serves our agriculture program. I work with the City of Lincoln, my employer Sierra Community College, and Western Placer USD to help set policy for a cooperative-use library constructed with State Library Bond funds and opened in 2007.

I am also interested in promoting improved academic achievement and smoother high school to college transitions for our students. I recently encouraged our District to join with Sierra College and the CSU System in piloting the new EAP (Early Assessment) Program that allows high school juniors to take the CSU writing and math placement tests in lieu of local community college assessment tests. This program allows juniors to recognize potential deficiencies in their college preparation before they start their senior year. Also, the hope is to better align high school curriculum in math and English with that required of college students.

Please describe any other education-related activities/involvement.

I am involved with many shared governance committees at Sierra Community College, and am a past President of the Learning Resources Association for California Community Colleges. I was a member for 10 years of the California Community College Distance Learning Advisory Committee. Our major achievement during that time was the full integration of online instruction into the CCC System.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Brian HaleyDate: Dec 18 2009
6.5.4

Born in Grass Valley, California on July 1, 1947, Brian Haley has been a teacher, librarian, and, since 1996, Dean of Learning Resources at Sierra College in charge of the areas of libraries, computer labs, instructional media, tutoring, basic skills coordination, and distance learning. Mr. Haley spent twenty five years on the East coast-including six years at Harvard University (BA, Phi Beta Kappa, 1970, and MA in Greek and Latin, 1974,) and three years in Philadelphia (MS in Library and Information Science, Drexel University, 1979.) Before starting his library career, Brian taught Latin to grades 8 through 12 in Virginia. He was a paraprofessional cataloger at Bryn Mawr College Library (Pennsylvania) from 1976 to 1979. After obtaining his Masters' Degree in Library Science, Brian held the position of Head of Cataloging at Ursinus College in Collegeville, Pennsylvania and Head Librarian of Deerfield Academy in Old Deerfield, Massachusetts. For one year (1984-1985,) he served as an employee of the Government of the Bahamas in charge of setting up a new library at the College of the Bahamas. From 1985 until 1990, Mr. Haley worked in the Virginia Community College System as first Head Cataloger and then Director of Learning Resources at John Tyler Community College. Returning to California in the summer of 1990, Mr. Haley was appointed Director of Library Services at Butte College in Oroville where he also taught Classical Greek and Latin. For the past thirteen years, Brian has been the Dean of the Library/Learning Resource Center at Sierra College in Rocklin, California.

Brian is a Past President of the Consortium for Open Learning (CA) and the Learning Resources Association of California Community Colleges. From 1997 until 2007, he was a member of the California Community College Chancellor's Office distance learning oversight committee, DETAC (Distance Education Technical Advisory Committee,) and served several years as the committee's Vice Chair. He was selected as Manager of the Year by his Sierra College colleagues in 1998 and again in 2002. He served as the Accreditation Tri Chair for Sierra College's self study prior to the accreditation visit in the fall of 2007. He has been a member of the Western Placer Unified School District Board of Trustees since 2006, and Vice President of the Board since 2008. Brian is married and has four children and three grand children. His passions are education and music and he loves to read.

6.5.5

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Donation Approval

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Tammy Forrest,
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

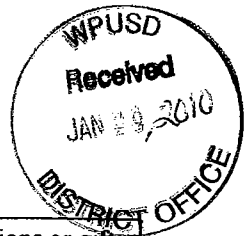
BACKGROUND:

The City of Lincoln Community Grant awarded \$2,000.00 to the Special Education Department to be used for supporting students with developmental disabilities learning opportunities.

ADMINISTRATION RECOMMENDATION:

Administration recommends approval of the funds.

Western Placer Unified School District



GIFT AND DONATION DOCUMENTATION

Western Placer Unified School District appreciates contributions to its programs. To ensure that donations or gifts are used for the intended purpose, a Gift and Donation Documentation Form (available through the District Office/Business Office/school site Principal) must be completed. The purpose of this preliminary review procedure shall be to help determine the appropriateness of the gift or donation and to document the donor's intent. A copy of this form will be submitted to the Superintendent's Office for Board of Trustee information and/or approval.

NAME/ADDRESS/TELEPHONE NUMBER OF DONOR:

City of Lincoln, 600 Sixth Street, 1st Floor,
Lincoln CA 95648

Gift or Donation:

Awarded City of Lincoln Community Grant

Donated to (School/Program)

Special Education

Intent of Gift or Donation:

Support students with developmental disabilities
learning opportunities

Value of Gift or Donation (to be completed by the Donor:

Cash or Check (circle one)

Dollar Amount \$ \$ 2000.00

Donated Item:

Estimated Dollar Value \$ _____

Certification of Receipt by
Site/Program Administrator:

Timmy Forrest
Typed Name

Signature

FOR BUSINESS OFFICE USE ONLY

Assistant Superintendent of Business & Support Services:

Caree Carlson
Signature

Revenue Code: 01-0000-0-8699-00-5001-000-00

Review Comments:

Superintendent's Signature:

Board Agenda Date:

Board of Trustee Comments/Remarks:

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Donation Approval

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

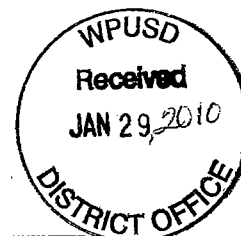
No

BACKGROUND:

The Knights of Columbus Intellectual Disabilities Drive donated \$2,000.00 to the Special Education Department to be used for learning aids for children with disabilities.

ADMINISTRATION RECOMMENDATION:

Administration recommends approval of the funds.



GIFT AND DONATION DOCUMENTATION

Western Placer Unified School District appreciates contributions to its programs. To ensure that donations or gifts are used for the intended purpose, a Gift and Donation Documentation Form (available through the District Office/Business Office/school site Principal) must be completed. The purpose of this preliminary review procedure shall be to help determine the appropriateness of the gift or donation and to document the donor's intent. A copy of this form will be submitted to the Superintendent's Office for Board of Trustee information and/or approval.

NAME/ADDRESS/TELEPHONE NUMBER OF DONOR:

Lincoln Knights of Columbus, Council 9202, 280 Oak
Tree Lane, Lincoln, CA 95648

Gift or Donation:

\$2000.00 from the Knights of Columbus Intellectual
Disabilities Drive (TOOTIE ROLL Drive)

Donated to (School/Program):

WPUSD Special Education Department

Intent of Gift or Donation:

To be used for learning aids for children with
disabilities

Value of Gift or Donation (to be completed by the Donor):

 Cash or Check (circle one)

 Dollar Amount \$ 2000.00

Donated Item:

Estimated Dollar Value \$ _____

 Certification of Receipt by
Site/Program Administrator:

Timmy Forrest
Typed Name

Signature

.....
FOR BUSINESS OFFICE USE ONLY

Assistant Superintendent of Business & Support Services:

Carrie Carlson
Signature

 Revenue Code: 01-0000-0-8699-00-5001-0000-000-00

Review Comments:

Superintendent's Signature:

Board Agenda Date:

Board of Trustee Comments/Remarks:

[Signature]

6.7.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Lincoln High School
Code Red Retreat

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Jim Spratling,
School Counselor

ENCLOSURES:

No

REQUESTED BY:

Lincoln High School Staff

ENCLOSURES:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

Lincoln High School is requesting approval for an overnight retreat to Camp Alta on March 23 and 24, 2010. This program will include both Lincoln High and Phoenix High School students.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees approve the overnight retreat.

6.8

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Placer County SELPA Local Plan

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Tammy Forrest,
Director of Special Education

ENCLOSURES:

Yes

DEPARTMENT:

Special Education

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The California Legislature requires each SELPA to adopt a Local Plan with specific requirements. A committee of participants from within the SELPA submitted revisions of the old Local Plan to make technical changes and revise the language to reflect current laws and practices within the SELPA. These changes have been approved by the Governance of the SELPA.

The Plan was recently amended to become more user-friendly in a streamlined format that is electronically accessible, easy to navigate, and reflects current legal requirements and locally-adopted practices. The Plan must be presented to all Placer County School and LEA Charter Boards, for their adoption.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new language of the Local Plan for the Placer County SELPA.

CERTIFICATION OF BOARD MINUTES

In accordance with Federal and State laws and regulations, Western Placer Unified School District certifies that this Local Plan has been adopted by the appropriate local board and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

I certify that the foregoing statement is true and correct.

Adopted this 16th day of February, 2010.

Yeas: _____ Nays: _____

Signed: _____
Scott Leaman

Title: District Superintendent

69.1

PLACER COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) LOCAL PLAN REVISION SUMMARY

The Placer County Local Plan has recently been revised to include the following changes:

Technical language has been added to conform to State and Federal law. A more comprehensive explanation of the actions the SELPA must take when a member LEA does not meet the Compliance Assurances has also been added. Additional technical changes have also been added based on input from the California Department of Education in the course of both Verification and Special Education Self-Reviews. The Governance and Independent Education Evaluation sections were re-written to reflect more substantial changes as delineated below.

The Governance section was reviewed and modified by the Executive Committee of the Council of Superintendents in conjunction with the County Superintendent of Schools. The changes reflect duties of the County Superintendent who is also the Superintendent of the Responsible Local Agency, The Executive Committee of the Council of Superintendents and the SELPA Administrator. The addition of the Program Business Review Committee is also documented in the Governance section of the revised Plan.

The Responsible Local Agency Superintendent's duties reflect a change in the procedure for addressing employment issues of SELPA personnel to include discussion with the Chairperson of the Executive Committee of the Council of Superintendents. In addition, the recruitment, hiring, supervision, salary placement, job description and evaluation of the SELPA Administrator are now the joint responsibility of the Responsible Local Agency Superintendent and the Executive Committee of the Council of Superintendents. The SELPA Administrator now serves under the direction of the Executive Committee of the Council of Superintendents.

The Executive Committee of the Council of Superintendents has changed the status of the Local Education Agency Chief Business Official representative to that of a voting member. In addition, membership on this Committee has also been changed to reflect that service is on a voluntary, rather than a rotating basis.

The Program Business Review Committee duties include acting in an advisory capacity to the SELPA and is composed of Business Officials and Special Education Program Directors. This Committee provides formalized structure to develop and review special education programs and monitor costs across the SELPA in a strategic manner.

A revised AB 602 Allocation Plan has also been adopted and is reflected in the Local Plan. This Allocation Plan more closely aligns with the method by which the State of California distributes

special education funds. It also accounts for factors specific to the SELPA as a whole, such as the increased cost of serving students with severe disabilities. Regular reporting periods have also been identified in order to provide transparency to all LEAs within the SELPA.

The section on Independent Education Evaluations has been modified to reflect a price range for specific types of assessments, as well as limiting the geographic boundaries within which an Independent Evaluator must be selected. In addition extensive information on the requirements and guidelines for Independent Evaluations has been included. Definitions, procedures and standards are all addressed in this section, also.

A new section on the disability category *Other Health impaired* was added to reflect feedback from the California Department of Education which delineates eligibility criteria and appropriate services.

A complete copy of the revised Local Plan is available at the SELPA office as well as at each LEA.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

School Safety Plans

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Site School Safety Plans

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

California Education Code Sections 32280 – 32288 require all schools to have a **Comprehensive Safe School Plan** to address student safety on our school campuses. WPUSD Comprehensive Safe School Plans consist of a binder at each site with ten required sections detailing:

1. Child Abuse & Reporting
2. Disaster Procedures/Crisis Response Plan
3. Suspension/Expulsion Procedures
4. Teacher Notification of "Dangerous" Students
5. Discrimination & Harassment Policies
6. Dress Code
7. Ingress/Egress
8. Safe/Orderly Environment (Safe School Plan)
9. School Discipline
10. Hate Crime Reporting

Annually, our sites update their Comprehensive Safe School Plans, including new goals for Section 8: Safe/Orderly Environment, also known more commonly as the Safe School Plan. The goals address each site's continuing attention to safety in two areas – People and Programs and the Physical Environment. These goals and objectives have been reviewed with and approved by the individual site SBLT's (Site Councils) prior to Board submission. Some sites have included in their attachments additional items beyond their Safe School Plan goals and objectives, such as their Emergency Response procedures.

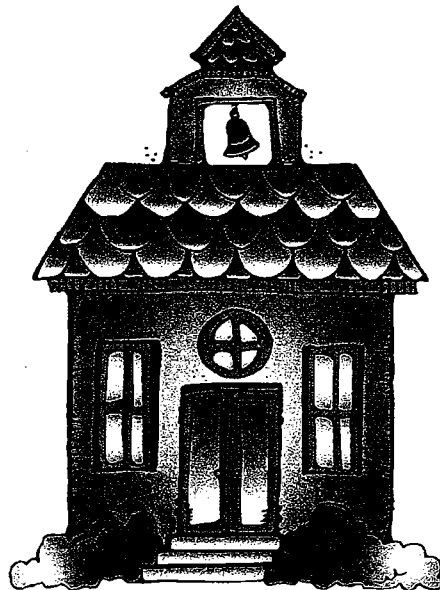
RECOMMENDATION:

Approval of Comprehensive Safe School Plans, including Safe School Plans, for each of the eleven schools in WPUSD.

6.10

Carlin C. Coppin Comprehensive School Safety Plan

2009-2010



Western Placer Unified School District
Carlin C. Coppin Elementary School
150 East 12th St.
Lincoln, CA 95678

Safe School Plan Committee Members

- Mrs. Terri Dorow - Carlin C. Coppin School Principal
- Mrs. Mary Boyle - District Administration
- Mrs. Erin Hermle - First Grade Teacher
- Mrs. Rene McGrath - Second Grade Teacher
- Mrs. Pam Parker - Resource Teacher
- Mrs. Jennifer Bowden - Classified Representative
- Mrs. Denise Anderson - Parent Representative
- Mrs. Virginia Cosh - Parent Representative
- Mrs. Debbie Ewing - Parent Representative
- Mrs. Jane Isola - Parent Representative
- Mrs. Jill Nash - Parent Representative
- Officer Steven Krueger - Lincoln Police Department

Our current committee includes representation from the different stakeholder groups within our school community. The committee will meet on an as needed basis during the 2009-10 school year to revise and implement the Safe School Plan.

Carlin C. Coppin School's Mission Statement

MISSION STATEMENT: Empower student with the skills, knowledge, and attitudes for success in an ever-changing world.

VISION STATEMENT: Students, parents, and the local community will recognize our excellence, and see our school as a desirable place to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential limited only by their interest, ability and effort.

School Profile

Carlin C. Coppin Elementary School is located in Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 449, with two to four classes at each grade level. The ethnic makeup is as follows: 68% Caucasian, 26% Hispanic and 6% other. The Principal is Terri Dorow. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin through their active participation and involvement in School Site Council (SSC), Parent Teachers Club (PTC), English Learner Advisory Council (ELAC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies, purchase of new equipment and rewards. Parents fully implement a monthly art docent program. Carlin C. Coppin is a focal point and community center for students and their parents.

Component I - The School Climate

Prevention: Creating a Caring School Climate

Goal: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

ACTION PLAN:

- ❖ Character Education - Carlin C. Coppin uses the district-adopted Positive Action and Character Counts! curriculum as part of the character education offered to our students. Whenever possible, we also offer assemblies for the entire school.
- ❖ After-School Programs - Carlin C. Coppin School will be offering reading and/or math intervention programs for our at-risk or struggling students. 3-5 Grade students also have the opportunity to participate in choir and this year, GATE

and high achieving students have the opportunity to participate in Odyssey of the Mind.

- ❖ Discipline Policies - A site discipline plan is disseminated to parents and students at the beginning of the school year via a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. Certificated and classified staff is informed of policies and respond fairly and consistently to violations. School rules are posted in each classroom. Policies and procedures are reviewed on an as needed basis as an ongoing effort to ensure students safety.
- ❖ Staff Supervision - We continue to revise and adjust our duty schedules as deemed necessary. Currently, teachers and campus supervisors share supervisory responsibilities at all recesses.
- ❖ Student Safety - An area of concern has been the ease of access to our school. The front of our school is not fenced and thus access is available from many different points along the front. It was also expressed that it is difficult to distinguish between parents and strangers to the school. A chain link gate was installed to limit walk-on access to the campus. The long range goal in this area is to appropriately fence the front of the school and thus be able to monitor entry onto the campus. In the interim we have implemented several safety measures which have improved the situation. We ask that all parents coming to drop off their students (and who plan to stay for more than a couple of minutes) register through the office and get a visitor's sticker. We also ask that all parents waiting to pick up their children congregate in a specific area of campus.

Intervention Strategies to Maintain a Caring Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which students can feel safe and experience success.

- ❖ Carlin C. Coppin School is currently served by one of the district's school psychologists. Along with assessment for Special Education referrals, the psychologist may provide one-on-one counseling, small group counseling, and classroom support.
- ❖ The Lighthouse Family Resource Center works very closely with all the schools in the district and provides the students and their families with a myriad of services.
- ❖ Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure. Carlin C. Coppin School recognizes the importance of good attendance habits and has implemented a system of rewards for students with positive attendance. Students with chronic attendance issues are also addressed on an individual basis.
- ❖ 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. Security and fire prevention systems enhance the overall security of the campus. There are guest and parent volunteer procedures for all volunteers who work directly with children in and outside the classroom. A site emergency plan is in place. Fire drills are performed on a monthly basis. Shelter in Place drills are conducted on a regular basis.

Component II - The Physical Environment

Goal: To create and foster a school environment in which all students feel safe and experience success.

Description/Action Plan:

1. School Location

- ❖ Carlin C. Coppin Elementary School is located at 150 E. 12th Street, in the community of Lincoln. The school is one of ten schools (six elementary schools) in the Western Placer Unified School District.

2. School Grounds

- ❖ Speed bumps, parking lot lighting, safety signs, and crossing guards all contribute to a safe school environment. A chain link fence at the entrance has been added as a means of ensuring that all visitors check in at the office prior to coming on school grounds.
- ❖ Our parking lot remains an area of concern. Speeding, double parking and congestion create a situation that many believe jeopardize the safety of our students. To alleviate the problems, several measures were taken: speed bumps were installed, the lot was clearly marked prohibiting stopping in unauthorized areas, and personnel assists in keeping the traffic flowing. We continue to explore additional means of ensuring a secure parking lot.
- ❖ Campus Cleanliness Projects - We don't experience a high incidence of graffiti or vandalism but when it does occur it is taken care of immediately. Students and staff also participate in

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"clean up" activities that are designed to keep our campus litter free.

- ❖ Classrooms - All classrooms are well maintained and attractive. They are free of physical hazards and are equipped with fire extinguishers, heating, and air conditioning.
- ❖ Internal Security - A campus-wide "all-call" capability enables clear and effective announcements at any time. Security and fire prevention systems enhance the overall security of the campus. Safety drills and Fire drills are done routinely. In addition, fire and evacuation procedures are posted in every classroom and other buildings on campus.

Evaluation

The Carlin C. Coppin Safe School Plan will be evaluated and updated each year. The Safe School Plan Committee will continue to meet and advise on revisions to the plan. The committee may also attend any appropriate training that is available.

Creekside Oaks Elementary School

Safe School and Crisis Plan

2009-2010



Written By
Linda Pezanoski – Principal
School Safety Committee:

***Lana Parr**
***Karen Wold**
***Annie Larsen**
***Tracy Pellegrino**
***Jodi Lamparter**

School Site Council Approval
1/19/10

Creekside Oaks Elementary
Western Placer Unified School District
2030 First Street
Lincoln, California 95648

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Creekside Oaks Elementary School's Safe School Plan

Creekside Oaks Elementary School is located in Western Placer Unified School District in Lincoln, California. The school is located on First Street in North Lincoln. The once rural surroundings of the school are giving way to residential and commercial development.

The school serves students in kindergarten through fifth grade. School enrollment is approximately 645. The ethnic make up is as follows: 29% Hispanic, 58% Caucasian and 13% other. The uniqueness of students and staff is recognized and respected. The school community emphasizes excellence, innovation, and progress in academic skills, citizenship, personal growth and social development for all students.

Western Placer Unified School District Mission Statement

Empower students with the skills, knowledge, and attitudes for success in an ever changing world.

Creekside Oaks Elementary School Vision Statement

Staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a lifelong love of learning.

Ensuring a Safe and Orderly Environment

Component One – People and Programs Action Plan

Goal #1: All students, including sub group populations, will demonstrate proficiency on state standards

Objectives:

- Creekside Oaks Elementary School will meet its Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals, both school-wide and subgroup goals, as established by the state and federal governments
- English Language Learners will advance one proficiency level a year on the CELDT until reclassified as Fluent English Proficient (FEP)
- Identified special education students will meet IEP goals that are aligned with grade level standards

Student Support and Intervention Opportunities:

- Students will meet or exceed grade level standards. Intervention plans will be developed for students not meeting grade level standards
- Student Success Team (SST) is available for students that are having academic and behavioral difficulties
- A Title I reading specialist works with first, second, and third grade students who have met the criteria for intervention
- EL students (English Learners) are supported for English Language Development, core curriculum acquisition and cultural integration. English Learners are placed with teachers that have a specialized certificate or credential (CLAD, BCLAD, SDAIE) and receive instruction that is differentiated

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- Special Education students receive intervention according to their Individual Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC)
- EL students receive 40 minutes per day of EL instruction. EL students, 2nd-5th grade, who have been in the United States less than a year are enrolled in the “Newcomer Class”. They receive EL instruction for 2 hours and receive the remainder of their instruction in the regular classroom
- An After School Tutoring Program is offered for students in grades 1-5. Students not meeting grade level standards and/or students at risk for retention in reading and math may participate
- Students (2nd-5th grade) at risk of retention have the opportunity to participate in the Western Placer Unified School District’s summer school program. Students will participate in a six-week program offering intervention support in reading, math and language arts
- Students (2nd-5th grade) Identified gifted and talented students have the option of attending the GATE or High Achiever programs at First Street School. Students meeting and exceeding grade level standards at Creekside Oaks will be challenged by higher level thinking activities and the Accelerated Reading Program
- Positive Action is a K-5 classroom program that teaches students drug resistance skills, peer pressure, self esteem and how to make right choices
- Study Buddies and Peer Tutors are arranged by pairing upper grade classes with primary classes to provide peer tutoring and assistance
- The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need
- Suicide prevention training is offered to employees through the Roseville Police Department and the Placer County Office of Education
- The SCHOOLS group schedule trained adult volunteers in all classrooms

Goal #2: Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all sub groups

Objectives:

- Staff will analyze student data to plan instruction. Collaboration can occur during Early Release Days, Professional Learning Communities (PLC) meetings and/or grade level meetings. Grade level and individual goals will align with school goals that are based on assessment data and geared towards student achievement towards district standards
- Instruction will be differentiated to include activities to meet the needs of at-risk, GATE, and English Language Learners in the classroom
- OARS – Online Assessment Reporting System provides assessment information for teacher analysis and diagnosis of student needs

Student Support and Intervention Opportunities:

- An occupational therapist has been contracted to work with Special Education students who have sensory integration difficulties
- Perfect Attendance, Accelerated Reader, Student of the Month and Good Citizenship certificates are given to students to encourage success

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Goal #3: Creekside Oaks' students will feel emotionally and physically safe at school.

Objectives:

- Staff will consistently implement a school behavior plan that focuses on prevention as well as consequences for choices
- Students will indicate they feel safe on the playground as measured by teacher observation and student reports
- Documentation of "high risk" behaviors are required
- Psychologist, Resource Specialist and Administration will monitor "high risk" students and decide if further evaluation is needed

Student Support and Intervention Opportunities:

- Support Systems are coordinated with county and other agencies to provide child services as needed: Access, S.M.A.R.T., Family Cooperative Project, Caring About Kids Mentor Program, Public Health Issues, Parenting Classes, Support Groups, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives and character education programs
- The Discipline Committee reviews the school behavior plan that awards students making appropriate choices and gives consequences to students making inappropriate choices. The behavior plan is reviewed annually and is a "living" document
- The classroom teacher and/or principal, encouraging students to make appropriate choices, will create an individual student behavior plan when necessary
- Educational programs are implemented to focus on specific health issues, such as nutrition, alcohol and other drug prevention, family life and AIDS awareness (as grade appropriate)
- Free and reduced breakfast and lunch programs are available for qualifying students
- The school will coordinate with mental health and alternate placement programs to ensure that students who have difficulty adjusting in regular education program receive appropriate education services
- Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred
- Students experiencing academic and/or behavioral difficulties may be referred to the Student Success Team to explore intervention options
- The Lincoln Lighthouse Center offers counseling services for at risk students and families
- Various groups, such as Charlie Check First, will be presented to kindergarten through fifth grade levels. Local law enforcement and community agencies will make presentations on child safety issues
- A Health Clerk is on campus daily for 3 hours. 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

Parent Support:

- Parents are encouraged to be 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, 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

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- 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 thoughts and needs. An ELAC representative attends the district committee (DELAC).

Staff Support:

- Staff members with diversified expertise will be recruited to work with students. The staff will continue to be trained in all curricular areas to help reach all types of learners with diversified backgrounds.
- Staff development days focus on district and school goals and objectives, state standards, changing curriculum, changing student population and specific needs of the student body. This could include topics such as conflict resolution, students with special needs, techniques to help keep students focused in the classroom, training in newly adopted curriculum and techniques for meeting the needs of a changing population which includes meeting the needs of students in today's society and safety intervention for yard supervisor workshops.
- Staff members will continue to search for additional research and information on "Kids at Risk" intervention programs to meet the needs of all students. Training and implementation on such programs will be a focus of staff development and teacher articulation and planning time.
- The principal, assistant principal and staff provide strong leadership for a vision of school success. This will be accomplished through academic achievement, establishment of a productive environment, and establish a positive school climate.
- A referral system is in place to help students and families meet their needs. Systems, such as probation, SARB, law enforcement agencies, or ACCESS, may be recommended by the Student Success Team, a 504 or IEP Team and are made through the school administrator, school nurse or school psychologist.
- 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. 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. Supplemental materials will focus on prevention, refusal skills, making good choices, self-esteem, development of social and personal skills, anger control/acceptance of consequences, respect, responsibilities, goal setting, communication skills and developing relationships.
- Learning styles will be routinely assessed and 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.
- Learning and productivity is valued and success is expected of every student. Interruptions are kept at a minimum. Students and staff want and expect class time to be used efficiently.
- Staff members continue to look for programs, techniques and strategies to provide support for students having academic difficulties. Students identified as not meeting grade level standards are supported through differentiated curriculum and intervention programs. Identified students are encouraged to participate in the after school tutoring program and to attend the Western Placer Unified School District's summer school program.
- Our school community has high behavior standards for all students. Safety from injury, respect (for students and adults), lack of physical violence, intimidation and harassment continues to be a focus.

Respect for each other and respect for all adults is always a priority. Standards of behavior and expectations are clearly stated and defined. Creekside Oaks Elementary School's behavior plan is in place and is aligned with the District's procedures and Board policies on providing a safe and orderly environment. Rules are printed in the Parent/Student Handbook, reviewed at assemblies, in the cafeteria and in the classroom in English and in Spanish. The behavior plan must be read and completed by a parent's signature. Adults model respect by the positive manner in which they deal with students and staff. Staff members quickly respond to discipline issues and criminal infractions. Policies and procedures are in place for reporting criminal behavior to the appropriate law enforcement agency.

- Student recognition of appropriate behavior shows students that the school and community expect the best effort and performance from everyone. There is frequent communication between teachers, administration and parents when a student cannot adjust to appropriate behavioral standards.
- Discipline practices will be developed with participation from certificated and classified staff, parents and students. The Discipline Committee is a problem solving committee that develops the school's behavior plan. The committee meets annually.
- Strategies and programs will be implemented to ensure that students are not permitted to victimize staff and students.
- Every year, Creekside Oaks students review six important character traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Primary Focus and Character Counts are two presentations that reinforce the six traits and students are able to see the behaviors in action. Teachers use the Positive Action curriculum to teach students how to feel good about themselves, take responsibility for their own behavior, and get along with others. It is also a school climate program that creates a positive atmosphere school-wide. Conflict Management is a program that is designed for "students to help students" resolve issues or disagreements. Intermediate teachers and campus supervisors are trained in this valuable and effective social intervention.
- Consequences for violating behavioral expectation will be fair, consistent, understood and communicated to students and parents.

Dress Code

The Western Placer Unified School District Board Policy requires that clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or that which advocates racial, ethnic or religious prejudice or use of drugs or alcohol (Western Placer Unified Board Policy AR5132). Students are to wear clothing that is comfortable, clean and weather appropriate and not disruptive to the educational process. Appropriate school attire is expected of all students. Good standards of dress and appearance reflect good judgment and help create a wholesome atmosphere at school. Clothing must fit properly so children can run and play safely. Shoes should be appropriate for walking, playing in playground activities and for participation in planned P.E. programs. Specific examples are located in the Parent/Student Handbook.

Harassment

Harassment (verbal, physical, or sexual) is not allowed on the Creekside Oaks School campus. Following Education Code Section 212.6 (b) and the Western Placer Unified School District Board Policies on Sexual Harassment, Creekside Oaks School has strong consequences for harassment. A student who believes he/she has been sexually, verbally, or physically harassed should report it immediately to any adult. Any student who knows of any sexual harassment should report it immediately. Information on all types of harassment is communicated through the first day packet, Parent/Student Handbook, teacher handbook, assemblies and the classrooms. Students are informed that the consequences could include some or all of the following: a parent conference, suspension (in school or at home), and/or a conference with law enforcement.

Child Abuse Reporting

Following the Education Code Section 3529.2 and Penal Code Section 11164, Creekside Oaks Elementary School has a Child Abuse Reporting Procedure in place. Teachers have been trained in knowing the procedure.

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Behavior Plan

The Creekside Oaks School Discipline Committee meets each year. Students, parents and school staff help develop the school behavior plan. The behavior plan is designed to provide logical consequences to students who break the rules as well as positive rewards for students who are able to follow the established rules. Following are the school rules:

- *We keep our hands, feet and objects to ourselves
- *Follow directions
- *Use appropriate language
- *Respect school/personal property
- *Respect others
- *Walk quietly through school campus
- *Gum, toys and electronics should be left at home

School staff encourages the following problem solving steps:

- *Ask the person to stop
- *Try to ignore it
- *Go somewhere else (walk away)
- *Ask for assistance
- *When you do ... I feel ...

Positive Reinforcement

The staff highlights positive behavior to encourage and instill good citizenship during a student's education at Creekside Oaks School and beyond. The school's behavior plan is designed to positively reward students who are able to follow the established rules and set good examples for others. Following are some examples of the positive interventions that take place at Creekside Oaks School: reading Incentives, verbal praise and encouragement, extra and co-curricular activities, Good Citizen Awards, Student of the Month, helper / special person of the day / week, and Positive Action Cards.

Consequences

The following classroom consequences apply when a student chooses to break a rule and as a result, receives citation:

- Citation 1: Principal to call parent
1 hour after-school detention
- Citation 2: Teacher, Parent, Student, Principal Meeting
1 hour after-school detention
- Citation 3: Teacher, Parent, Student, *Principal Meeting *Principal, if needed
Discuss interventions and modifications/behavior plan with school police officer
(2) 1 hour after-school detentions
Schedule a Student Success Team (SST) Meeting
- Citation 4: Teacher, Parent, Student, Principal Meeting
Follow-up Student Success Team (SST) Meeting
Review behavior plan
One day suspension
- Citation 5: Consequence decided by principal on a case by case basis

Citations are monitored, and each student gets a new start each trimester.

Suspension and Expulsion

The Creekside Oaks Elementary School administrators follow the Suspension/Expulsion Procedures outlined the Education Code Section 48900-48926, the Western Placer Unified School District Policies and the procedures listed in the Western Placer Unified School District Safe School Plan. Suspension of Special Education students is monitored and legal requirements are followed. All information of suspension of special

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education students is sent to the District Office. The principal attends continual training on legal requirements concerning suspension and expulsion requirements.

Education Code 48900 identifies the student actions that are grounds for suspension and expulsion. Students may be suspended or expelled from school depending upon the behavior. Grounds for suspension and expulsion include but are not limited to:

- Attempts or threatens actions that cause physical injury to another
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., firearm, knife, explosive material)
- Use, sale or possession of a prohibited substance (i.e., alcohol, drug or nicotine product)
- Commits or attempts to commit robbery or extortion or knowingly receives stolen property
- Causes or attempts to cause damage to school or private property
- Commits an obscene act or habitual vulgarity or profanity
- Disrupts school activity or willfully defies school personnel
- Committed or attempted sexual assault
- Harassment, intimidation of other students
- Terrorist or hate threats against school officials or school property
- Caused, attempted, threatened, or participated in an act of hate violence

Students who choose to violate Education Code 48900 are referred to the principal or his/her designee. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914) the parent is then obligated to meet with school staff without delay.

Classroom teachers are notified of students in their class with past suspensions and expulsions.

A student will not be suspended from school for more than twenty (20) school days unless the student is recommended for an expulsion.

**Data Source:
Discipline Records**

2006-07	Suspensions -- 23	Expulsions -- 0
2007-08	Suspensions -- 28	Expulsions -- 0
2008-09	Suspensions -- 33	Expulsions -- 0

Conclusions: As student population increases, student discipline issues also increase.

Governance Team:

School Site Council and staff will monitor activities throughout the year. The Safe School Plan will be annually reviewed. The School Site Council reviews the progress and examines student data. The Student Study Team, grade level teams, and principal continually review student performance and assessment data.

Funds/Resources Needed to Support Implementation:

A variety of resources are used to fund the activities and programs:

- Character Counts is funded through our Parent Teacher Organization
- Incentive programs are funded with site and Parent Teacher Organization funds
- After school tutoring is funded by state and grant funds
- Student recognition is funded by site and Parent Teacher Organization funds
- Staff development and trainings are funded by site and district funds
- Parent education activities are funded by site and Parent Teacher funds

Evaluation:

Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, input from the intervention staff, student assessment data and referrals

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Timeline of Major Activities:

Activities	Frequency	A	S	O	N	D	J	F	M	A	M
Identification Of At Risk Students For Intervention	Continual	X	X	X	X	X	X	X	X	X	X
Begin Intervention Services	Continual	X	X	X	X	X	X	X	X	X	X
Student Study Team	Continual	X	X	X	X	X	X	X	X		
Intervention Committee (summer school)	Annual									X	
Parent Education Meetings (PTO)		X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention	Conference		X		X				X		X
Discipline Committee Meets	Annual or as needed			X							
Begin School-wide Reading Program AR	Daily and Trimester	X	X	X	X	X	X	X	X	X	X
Positive Recognition Awards	Monthly	X	X	X	X	X	X	X	X	X	X
Science Instruction	Grades 1-5	X	X	X	X	X	X	X	X	X	X
Music Instruction	Grades 1-5	X	X	X	X	X	X	X	X	X	X
School Site Council	Monthly	X	X	X	X	X	X	X	X	X	X
ELAC	3 times a year			X				X		X	

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 safe entrances and exits during the daily school routine or during a crisis situation.

Objectives:

- 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, through the school newsletter and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.

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- The school administrators will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked monthly and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.

Goal #2: The Creekside Oaks campus is a secure and safe environment.

Objectives:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff and office personnel monitor and assess this procedure.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office personnel monitor this objective.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during lock-down drills. A cadre of staff will participate in training as available and will train the remainder of the staff.
- Main entry and exit points are monitored. The school staff is visible and assesses the entrances and exits of students and visitors.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals. Staff wear vests and carry radios for emergencies.
- A security system is in place and the custodians, principal and district maintenance crew monitors its use.

Student Support:

- It is a priority at Creekside Oaks for safe ingress and egress of pupils, parents and school employees to and from school. There is constant communication to parents on the safe entrance and exit procedures.
- Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 7:45am. to 8:15am. and 2:20pm. to 2:50pm.
- 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.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures after school.
- The campus perimeter is secure from criminal activity. The campus is closed and access signs are displayed prominently at entry points. All visitors must check in at the office and wear visitor badges. Creekside Oaks adheres to the Western Placer Unified School District's Policies on School Safety. Staff is trained to direct unidentified persons to the main office.
- Signs are posted to keep dogs (unless prior arrangements are made) off the campus. There are procedures in place to contact local animal control officers so that the animal can be removed as soon as possible.
- The school playground is gated and limits vehicle access to school grounds.

6.10.18

- There is adequate staff supervision when students are on playground. Each staff member wears an orange vest so they are visible to students for emergencies. Staff is on duty as students leave campus. Teachers monitor the hallways. Loitering and trespassing by older students is not allowed.
- A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.
- Places for loitering are limited. Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the School Safety Committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.
- Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Monthly fire drills are practiced following requirements of the Lincoln Fire Department. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are practiced annually.
- Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.
- Should a bomb threat be received, the principal or the designee shall: notify the police of intended actions. The principal or designee may request assistance. If assistance is requested the principal will state clearly where the law enforcement officials may meet him/her upon arrival on campus. The principal will also notify the superintendent. The decision to evacuate whole school (fire drill) or on an individual room by room basis will be determined. Staff will avoid any publicity concerning the bomb threat. If the "bomb threat" caller has alerted the news media, the district office will supply assistance for the principal in working with the press.
- All persons will be given clear direction to not disturb any suspicious objects/packages.

Parent Support

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

Staff and Site Support

- Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment.

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- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities or person. Safety and security is a primary focus. If graffiti and evening/weekend littering and vandalism become more frequent, additional law enforcement patrols will be requested.
- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly fire and emergency drills are logged.
- Equipment is inventoried, engraved or labeled for identification and stored securely and safely.
- The community using the facilities will follow district procedures and fill out a district Facility Use Request. The community will use the facilities during off-school hours with maintenance personnel in attendance.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input. The Crisis Plan is in place. It includes natural emergencies and a crisis intervention plan to handle all types of emergencies. This plan is reviewed annually.
- There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, intercoms, "All-Call" codes. The health clerk, noon supervisors and the office staff use hand-held radios.
- There is a new school automation emergency communication system in place to call all parents in case of a major incident.
- There is strong leadership by staff and a safe, orderly and productive environment has been established by the principal and staff. The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- When appropriate, the principal will work with local law enforcement and social service agencies to provide the necessary services for students.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.
- The signal for lock down is direct and clear. The principal or designee will announce the lockdown using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice. A red or green card system is in place for accounting.
- Staff and students feel physically safe and psychologically secure from physical and verbal attacks. The Lincoln Police Department, in alliance with Creekside Oaks staff, and administration provide their presence as needed. The administration supports all students and staff so that they feel physically and emotionally safe.

Governance Team:

A School Site Council, consisting of principal, teachers, parents and a member of the classified staff participates in the goal setting, decision making and development of the budget of the programs that support these goals. Staff and parents have opportunities for input. The staff works in collaboration with local fire and law enforcement agencies, the community, local businesses, health professionals, county agencies and District personnel to help create a safe, secure facility. The Discipline and Safety Committee work to ensure a safe campus.

6.10.20

Funds/Resources Needed to Support Implementations:

A variety of resources are used to ensure the safety of this campus:

- District and site funds support the purchase of signs and barricades to ensure safety of students walking to and from school.
- Site and Parent Teacher Organization funds support award, discipline and incentive programs.
- Site funds support the character education programs and the maintenance needs.
- School Improvement Program funds support safety issues as part of the Safe School Plan.

Evaluation:

Evaluation of the programs and campus security is reviewed and monitored by the School Site Council, staff, Student Study Team, and Discipline Committees. Parent, staff and student surveys allow input from the entire school community. Discipline and mental health referrals are monitored and assessed. The Safe School Plan is updated annually in a collaborative effort between the school communities and approved by the School Site Council.

The students, staff and parents work together to ensure that strategies are in place to build a sense of a safe community. Students, staff and parents take pride in Creekside Oaks and work as a team to solve problems and improve the safety and climate of the school.

Recommendations for improvement:

District

*more lighting for asphalt on west playground and courtyard in front of library

*outdoor PA so west playground can hear "All-Call"

Site

*emergency substitute packets in front office for each teacher

Timeline of Major Activities

Activities	Timeline	A	S	O	N	D	J	F	M	A	M
Communicate with parents re: drop off and pickup points	Monthly	X	X	X	X	X	X	X	X	X	X
Work with crossing guards and staff working traffic supervision	Continually	X	X	X	X	X	X	X	X	X	X
Meet with the District Safety Committee	Twice a year				X				X		
Meet with the school custodians regarding safety issues	Continually	X	X	X	X	X	X	X	X	X	X
Work with local fire and law enforcement agencies regarding safety (parking lot and gates)	Annually	X	X	X	X	X	X	X	X	X	X
Work with county officials on signs and roadways	On-going	X	X	X	X	X	X	X	X	X	X
Discipline Plan is reviewed and updated	Annually or as needed	X									

EVACUATION AREAS

Primary Site (Fire Drill Route) Our primary site on campus is located on the far west side (Fuller Street is the boundary) and north of the black top playground area behind last row of portables.

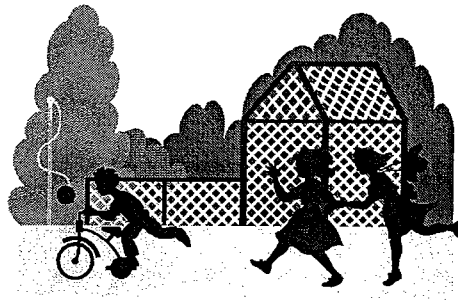
Secondary Site Alternate routes such as both parking lots and the field behind the Lincoln Community Center.

RELOCATION

Primary Off- Campus Location – We load buses and go to Lincoln High School.

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First Street School
Safe School Plan
2009 / 2010



First Street School
1400 First Street
Lincoln, California 95648

(916) 645-6330
(916) 645-6284 fax

Mr. Ruben Ayala, Principal

First Street School
Safe School Plan for 2009-10

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Safe School Plan Committee Members

- Mr. Ruben Ayala – First Street School Principal
- Ms. Mary Boyle – District Administration
- Ms. Amanda Tate – First Grade Teacher
- Mr. Mark Bryant – Second Grade Teacher
- Mr. Patrick Stelma – Third Grade Teacher
- Ms. María DeSantiago – Classified Representative
- Mr. Jay Bobrowsky – Parent Representative
- Mr. Ralph Pasillas – Parent Representative
- Mr. Brent Welburn – Parent Representative
- Ms. Alejandra Guzmán – Parent Representative
- Ms. Virginia Cosh – Parent Representative
- Ms. Dulce Santana – Parent Representative
- Officer Steven Krueger – Lincoln Police Department

Our current committee includes representation from the different stakeholder groups within our school community. All the members have received or will receive training pertinent to the development of a comprehensive Safe School Plan. The committee will meet regularly during the 2009-10 school year to revise and implement the Safe School Plan.

6.10.23

First Street School's Mission Statement

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and lifelong learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

School Description and Profile

First Street School is located at 1400 First Street in Lincoln, California. The school is one of six elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 415, with two to three classes at each grade level. The ethnic composition of the student body is 67% Hispanic, 30% Caucasian, and 3% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school offers Structured English Immersion (SEI) for the school's English learners; it also houses the district's Elementary Academy for identified Gifted and Talented Education (GATE) and high achieving elementary-age students. Support services include a Special Education Resource Program, Speech and Language, and Title I. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. Parent volunteers fully implement a monthly art docent program. First Street School is becoming a focal point and community center for students and their parents.

Component 1 – The School Climate

Prevention: Creating a Caring School Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

6.10.24

ACTION PLAN:

- ❖ Character Education – First Street School uses the district-adopted Positive Action curriculum as part of the character education offered to our students. Whenever possible, we also offer assemblies for the entire school.
- ❖ After-School Programs – First Street School currently offers two types of after-school programs in an effort to reduce juvenile crime and improve school performance. As part of a district-wide Twenty-First Century Grant, children at our school have the option of attending the C.A.R.E. Program after school. This program provides the students with one hour of recreation, one hour of tutorial and one hour of enrichment activities. First Street School also offers reading and math intervention programs for our at-risk or struggling students. In addition, students in third through fifth grade have an opportunity to attend our Homework Club after school. This program provides children with a quiet environment and the help of a teacher four days per week (Monday – Thursday).
- ❖ Discipline Policies – As a result of input from staff, students and parents we have been focusing on decreasing bullying incidents on our campus. Through assemblies and classroom activities our students have been exposed to conflict resolution and appropriate school behavior. The implementation of our “Big Buddies” program has also had an impact on behavior on the playground. Our older students are supportive of our younger students and help them in many ways. A site discipline plan is disseminated to parents and students at the beginning of the school year via a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. Certificated and classified staff is informed of policies and respond fairly and consistently to violations. School rules are posted in each classroom and in playground areas.
- ❖ Staff Supervision – Increased student numbers necessitated additional staff on supervision duty during recesses and before school. We increased the number of the teachers on the playground area and we incorporated our instructional aides into our duty schedule. We will continue to revise and adjust our duty schedule as deemed necessary.
- ❖ Student Safety - An area of concern for our parents has been the ease of access to our school. The front of our school is not fenced and thus access is available from many different points along the front. It was also expressed that is difficult to distinguish between parents and strangers to the school. The long range goal in this area is to appropriately fence the front of the school and thus be able to monitor entry onto the campus. In the interim we have implemented several safety measures which have improved the situation. We ask that all parents coming to drop off their students (and who plan to stay for more than a couple of minutes) register through the office and get a visitor’s sticker. We also ask that all parents waiting congregate in a specific area of campus. *We will be vigilant in enforcing this policy throughout the year.* The school also installed a video monitoring system during the 2003/2004 school year that has enabled us to enhance the security of our students.

6.10.25

Intervention Strategies to Maintain a Caring Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

- ❖ First Street School is currently served by one of the district's school psychologists. Along with assessment for Special Education referrals, the psychologist provides one-on-one counseling, small group counseling, and classroom support.
- ❖ The Lighthouse Family Resource Center works very closely with all the schools in the district and provides the students and their families with a myriad of services free of cost. Services provided by the Lighthouse include counseling, parent education courses, WIC, Public Health, Immunization and Flu Clinics and Sierra Family services.
- ❖ Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure. First Street School recognizes the importance of good attendance habits and has implemented a system of rewards for students with positive attendance.

Component 2 – The Physical Environment

GOAL: To provide our students with a clean, comfortable environment that is free from distractions and is conducive to learning.

ACTION PLAN:

- ❖ School Location – First Street School is located at 1400 First Street, in the community of Lincoln. The school is one of six elementary schools in the Western Placer Unified School District. The school is located on a busy street and near a traffic-heavy intersection.
- ❖ Student Safety – In an effort to ensure student safety at two potentially dangerous intersections, crossing guards were employed and trained (by the local police department) to assist our students as they walked or rode their bikes to and from school. As our budget allows, we will continue to employ the crossing guards.
- ❖ School Grounds – Our most recent parent surveys identified the parking lot as an area of concern. Speeding, double parking and congestion were creating a situation that jeopardized the safety of our students. To alleviate the problems, several measures were taken: speed bumps were installed, the lot was clearly

6.10.26

marked prohibiting stopping in unauthorized areas, and personnel assists in keeping the traffic flowing.

- ❖ Campus Cleanliness Projects – We don't experience a high incidence of graffiti or vandalism but when it does occur it is taken care of immediately. Students and staff also participate in "clean up" activities that are designed to keep our campus litter free.
- ❖ *Our community partner, Bridgeway Church, has been instrumental in planning and carrying out Campus Improvement Days. For the last couple of years volunteers from Bridgeway have joined school staff and parents in undertaking major landscaping and clean-up projects that have improved the aspect of our campus.*
- ❖ Classrooms – All classrooms are well maintained and attractive. They are free of physical hazards and are equipped with fire extinguishers.
- ❖ *Our school recently underwent a "Williams" review by the Placer County Office of Education to determine if our facilities were in "good repair" as defined by Education Code Section 17002(d)(2). The school facilities were found to be exemplary.*
- ❖ Internal Security – 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. State-of-the-art security and fire prevention systems enhance the overall security of the campus. In addition to these features, our school is also equipped with the Primus key system. This unique feature allows the staff to lock classroom doors from the inside of the room only; this facilitates lock-down situations.
- ❖ Safety Drills – Fire drills are done routinely. In addition, fire and evacuation procedures are posted in every classroom and other buildings on campus.
- ❖ Video Surveillance – The school installed a video surveillance system during the 2003/2004 school year. The system enables us monitor activity on campus (detect strangers, etc.) during the school day and has helped to deter vandalism and inappropriate activity during non-school hours.

Evaluation

The First Street Safe School Plan will be evaluated and updated each year. The Safe School Plan Committee will continue to meet and advice on revisions to the plan. The committee will also continue to attend any appropriate training that is available.

6.10.27

Foskett Ranch Elementary School

Western Placer Unified School District

Safe Schools Plan & Emergency Response

Revised: 1/4/10

Foskett Ranch Elementary School Western Placer Unified School District Comprehensive School Safety Plan 2009-2010

School Vision Statement

At Foskett Ranch Elementary School our focus is to promote and support academic, personal and social achievement.

Statistics

School Enrollment: 548
English Language Learners: 19

Cost of burglary and theft activity	N/A
Number of Expulsions	0
Number of days of student suspensions	6
Number of disciplinary referrals	26
Number of infractions of school rules	26
Number of Student Study Team meetings	30
Number of students referred to counseling	
Number of students referred to conflict management	
Number of Parent Volunteers	100

Objective Cross Reference

Required Element	Referenced Page(s) in Document
Child abuse reporting procedures	Board Policy (BP) 5141.4
Disaster procedures, routine and emergency	Emergency Procedures and Crisis Plan
Policies related to suspension and expulsion	Student Handbook (SH) 6 BP 5144; 5144.1; BP 5144.2
Teacher notification of dangerous students	BP 5119
Sexual Harassment	BP 4119.11; BP 4219.11; BP 4319.11; BP 5145.7
School-wide dress policy	BP 5132; SH 8
Safe ingress and egress	BP 5142; SH 5 & 8
Safe and orderly school environment conducive to learning	SIP; BP 4158; BP 4258; BP 4358; BP 5142; SH 5-9
School Discipline, rules and procedures	SH 6; BP 5144
Hate Crime	BP 5145.9

(Adopted by Foskett Ranch's SBLT 1/28/08)

Component One – People and Programs

Goal #1: All students, including sub group populations, will demonstrate proficiency towards state standards.

Objectives:

- Foskett Ranch Elementary School will meet its Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals, both school-wide and subgroup goals, as established by the state and federal governments.
- English Language Learners will advance one proficiency level a year on the CELDT until redesignation as Fluent English Proficient (FEP).
- Identified special education students will meet IEP goals that are aligned with grade level standards.

Goal #2: Instruction will be aligned to standards, based on student consistent assessment data and geared towards meeting the needs of all sub groups.

Objectives:

- Staff will analyze student data to plan instruction as measured by meeting agendas and minutes, lesson plans, and principal walk through observations.
- Collaborative meetings between support personnel, administration and grade level teams will focus on student performance (students below standards, meeting standards and exceeding standards) to plan and implement strategies/techniques/intervention to support all students as measured by collaborative meeting agendas, minutes and implementation of collaborative meeting action plans.
- Grade level and individual goals will align with school goals that are based on assessment data and geared towards student achievement towards district standards.
- Instruction will be differentiated to include activities to meet the needs of at-risk, GATE, and English Language Learners in the classroom as well as the learning center.

Goal #3: Foskett Ranch students will feel emotionally and physically safe at school.

Objectives:

- Staff will consistently implement a school behavior plan that focuses on prevention as well as consequences to choices.
- Students will feel connected to school via development of positive relationships with other students and adults as measured by student surveys.
- Students will indicate they feel safe on the playground as measured by student surveys.

Student Support and Intervention Opportunities:

Goal One:

Students will meet or exceed grade level standards. Intervention plans, including programs to support students academically, will be developed for students not meeting grade level standards.

Child Success Team (CST) is available for students that are having difficulty academically, behaviorally.

EL students (English Learners) are supported for English Language Development, core curriculum acquisition and cultural integration. English Learners are placed with teachers that have a specialized certificate or credential (CLAD, BLCAD, SDAIE) and receive instruction that is differentiated.

Special Education students receive intervention according to their Individual Education Plan (IEP) goals. Fosskett Ranch currently operates two programs – Resource Specialist Program (RSP), and Special Day Class (SDC).

An After School Tutoring Program is offered for students in grades 1-5. Students not meeting grade level standards and/or students at risk for retention may participate in after school tutoring. Students with targeted needs work on homework, the Accelerated Reading Program, math writing and computer activities in reading to improve comprehension during the tutoring period.

Students at risk of retention have the opportunity to participate in the Western Placer Unified School District's summer school program. Students will participate in a six-week program offering intervention support in reading, math and language arts.

Identified gifted and talented students have the option of attending the GATE program at First Street School or attending Fosskett Ranch and addressing needs through an individualized plan. Students meeting and exceeding grade level standards will be challenged by higher level thinking activities and the Accelerated Reading Program.

Children's System of Care - The goal of the program is to maximize the use of school resources for early intervention to ultimately alleviate the need for more "deep end" services later on.

Positive Action is a K-5 classroom program that teaches students at all grade levels drug resistance skills, peer pressure self esteem and how to make right choices. During its first year of implementation students in grades 1, 3 and 5 will participate in the program.

Study Buddies and Peer Tutors are arranged by pairing upper grade classes with primary classes to provide peer tutoring and assistance.

The Assistance League of Greater Placer provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need.

Suicide prevention training is offered to employees through the Roseville Police Department and the Placer County Office of Education.

Goal 2

An occupational therapist has been contracted to work with Special Education students who have sensory integration difficulties that prevent them from being successful in class.

Staff reviews the school behavior plan that awards student making appropriate choices and gives consequences to students making inappropriate choices. The behavior plan is reviewed annually and is a "living" document.

The classroom teacher and/or principal, encouraging students to make appropriate choices, will create an individual student behavior plan when necessary.

Achievement, citizenship and attendance certificates and other recognition certificates are given out at the end of each trimester.

Goal 3

Support Systems are coordinated with county and other agencies to provide child services as needed (Access, S.M.A.R.T., Lighthouse Center, Caring About Kids Mentor Program, Public Health Issues, Parenting Classes, Support Groups, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives (Caught Ya Being Good) and character education programs.

Educational programs are implemented to focus on specific health issues, such as nutrition, alcohol and other drug prevention, family life (as grade appropriate).

Free and reduced breakfast and lunch programs are available for qualifying students.

The school will coordinate with mental health and alternate placement programs to ensure that students who have difficulty adjusting in regular education program receive appropriate education services.

Foskett Ranch participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.

Students experiencing difficulties may be referred to the Child Success Team to explore intervention options.

The Lighthouse Center, located at 1530 3rd Street, Suite 111, Lincoln, CA 95648, 916-645-3300, offers counseling services for at risk students.

Following the Education Code Section 3529.2 and Penal Code Section 11164, Foskett Ranch Elementary School has a Child Abuse Reporting Procedure in place.

Local law enforcement and community agencies will make presentations on child safety issues.

A Health Clerk is on campus daily for 3.5 hours. A District nurse is on campus once per week and 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.

Component Two: The Physical Environment (Place)

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

Goal One: All students will have safe ingress and egress during the daily school routine or during a crisis situation.

Objectives:

- 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, through the school newsletter and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- The school administrator will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked monthly and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.

Goal Two: The Foskett Ranch campus is a secure and safe environment.

Objectives:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff and office personnel monitor and assess this procedure.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office staff monitor this objective.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during lock-down drills. A cadre of staff will participate in training as available and will train the remainder of the staff.
- Main entry and exit points are monitored. Staff is visible and continually assess the ingress and egress of students and visitors.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

Student Support:

It is a priority at Foscett Ranch for safe ingress and egress of pupils, parents and school employees to and from school. There is constant communication to parents on the safe ingress and egress procedures.

Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 7:45am. to 8:15am. and 2:20pm. to 2:50pm.

Foscett Ranch School 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.

Teachers and staff monitor the loading/unloading of cars and student arrival/departures before and after school.

The campus perimeter is secure from criminal activity. The campus is closed and access signs are displayed prominently at entry points. All visitors must check in at the office and wear visitor badges. Foscett Ranch adheres to the Western Placer Unified School District's Policies on School Safety. Staff is trained to direct unidentified persons to the main office.

Door locks allow teachers secure their classes and lock their doors without stepping outside to use a key with allows for safe lock-down procedures.

The school playground is gated and limits vehicle access to school grounds.

There is adequate staff supervision when students are on playground. Staff is on duty as students leave campus. Teachers monitor the hallways. Loitering and trespassing by older students is not allowed.

A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.

Places for loitering are limited. Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas.

Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the school safety committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.

The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.

School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.

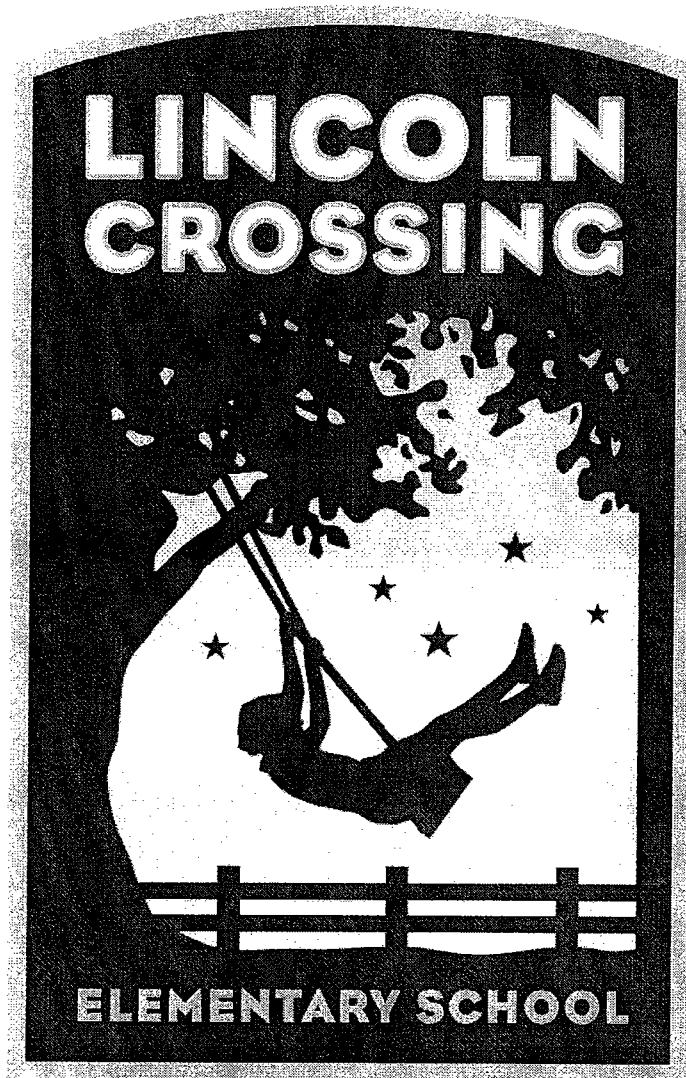
Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.

Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Monthly fire drills are practiced following requirements of the Lincoln Fire Department. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are practiced annually.

Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.

Should a bomb threat be received, the principal or the designee shall: Notify the police of intended actions. The principal or designee may request assistance. If assistance is requested the principal will state clearly where the law enforcement officials may meet him/her upon arrival on campus. The principal will also notify the superintendent. The decision to evacuate whole school (fire drill) or on an individual room by room basis will be determined. Staff will avoid any publicity concerning the bomb threat. If the "bomb threat" caller has alerted the news media, the district office will supply assistance for the principal in working with the press.

All persons will be given clear direction to not disturb any suspicious objects/packages.



2009/2010 Comprehensive Safe School Plan

**Approved by SBLT:
February, 2010**

6.10.36



Lincoln Crossing Safe Schools Goals and Support Plan

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

Goal One: All students will have safe ingress and egress during the daily school routine or during a crisis situation.

Objectives:

- 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, through the school newsletter and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- The school administrator will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked monthly and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.
- Procedures are in place for the safe drop off and pick up of students.

Goal Two: The Lincoln Crossing campus is a secure and safe environment.

Objectives:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff and office personnel monitor and assess this procedure.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office staff monitor this objective.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.

6.10.37

- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during lock-down drills. A cadre of staff will participate in training as available and will train the remainder of the staff.
- Main entry and exit points are monitored. Staff is visible and continually assess the ingress and egress of students and visitors.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

Student Support:

It is a priority at Lincoln Crossing for safe ingress and egress of pupils, parents and school employees to and from school. There is constant communication to parents on the safe ingress and egress procedures.

Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 7:45am. to 8:15am. and 2:20pm. to 2:50pm.

Lincoln Crossing School 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.

Teachers and staff monitor the loading/unloading of cars and student arrival/departures before and after school.

The campus perimeter is secure from criminal activity. The campus is closed and access signs are displayed prominently at entry points. All visitors must check in at the office and wear visitor badges. Lincoln Crossing adheres to the Western Placer Unified School District's Policies on School Safety. Staff is trained to direct unidentified persons to the main office.

Door locks allow teachers secure their classes and lock their doors without stepping outside to use a key with allows for safe lock-down procedures.

The school playground is gated and limits vehicle access to school grounds.

There is adequate staff supervision when students are on playground. Staff is on duty as students leave campus. Teachers monitor the hallways. Loitering and trespassing by older students is not allowed.

A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.

Places for loitering are limited. Hallways, restrooms and other potential trouble areas are

monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas.

Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the school safety committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.

The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.

School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.

Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.

Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Monthly fire drills are practiced following requirements of the Lincoln Fire Department. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are practiced annually.

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All persons will be given clear direction to not disturb any suspicious objects/packages.

6.10.39

COMPREHENSIVE SCHOOL SAFETY PLAN

2009-2010

Sheridan Elementary School

School/Site

Kris Knutson

Principal/Administrator

Plan Developed By	Title
Kris Knutson	Principal
Karen Roberts	Site Secretary
Laurel Etchepare	Teacher
Sue Mentze	Teacher
Lynn Brown	Teacher
Lowell Cosgrove	Teacher
Heather Willoughby	Cafeteria Supervisor
Regan Talerico	Speech
Crystal Angel	Aide
Kathy Johnson	Aide
Karen Sherry	Health Clerk
Andy Cook	Custodian
Doris Hanumn	Playground Supervisor
LaShawn Horton	School Nurse
Lori Houck	Parent (Site Council Chair)
Michelle McFarland	Parent (Site Council)
Colette Evans	Parent (Site Council)

Public Hearing Date February 1, 2010

Date Adopted by School Site Council February 1, 2010

Comprehensive Safe School Plan 2009-2010

Sheridan Elementary School

School/Site

Parents and staff work together to provide quality in education for the students. Five important values indicate the level of commitment to growth and excellence – Sense of Responsibility; Moral and Ethical Behavior; Literacy; Healthy Life Style; and Critical Thinking. Here at Sheridan Elementary School, we foster the belief that everyone has the ability to achieve and we adhere to a learning model of response to intervention to ensure that this occurs.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: D.A.R.E., Positive Action, evacuation drills; monthly fire drills and emergency shut-down drills.. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by staff. More than 60 students attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place, as well as, our district crisis plan. They work together to encompass the safety of all of our students, staff, parents and community.

Comprehensive Safe School Plan 2008-2009

Sheridan Elementary School

School/Site

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SCHOOL MISSION STATEMENT	2
COMMITTEE MEMBERS	4
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ENSURING A SAFE AND ORDERLY ENVIRONMENT	
Action Plan: Component I, People and Programs	8, 9
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PROCEDURES FOR SAFE INGRESS AND EGRESS	Section 1
ADOPTED BOARD POLICES	
Child Abuse Reporting	Section 2
Suspensions and Expulsion Policy	Section 3
Notifying Teachers of Dangerous Pupils	Section 4
Sexual Harassment Policy	Section 5
Dress Code Policy/Site Dress Code	Section 6
Hate Crime Policy and Procedures	Section 7
Rules/Proceedings on School Discipline	Section 8

COMPREHENSIVE SCHOOL SAFETY PLAN 2008-2009 MEMBERSHIP

Sheridan Elementary School
School/Site

School Site Council or Delegated School Safety Planning Committee Members Date:	Principal or designee	Classified Employee	Classroom Teacher	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
1. Kris Knutson	X								
2. Karen Roberts		X							
3. Laurel Etchepare			X						
4. Sue Mentze			X						
5. Lynn Brown			X						
6. Crystal Angel		X							
7. Kathy Johnson		X							
8. Heather Willoughby		X							
9. Lowell Cosgrove			X						
10. Andy Cook		X							
11. Doris Hanumn		X							
12. LaShawn Horton						X			
13. Lori Houck				X					
14. Colette Evans				X					
15. Michelle McFarland				X					

***Optional members**

6.10.43

Comprehensive Safe School Plan 2008-2009

STUDENT DATA SUMMARY

Sheridan Elementary School

School/Site

Data Source	2007-2008	2008-2009
Suspensions (number of incidents)	0	0
	0	0
Expulsions		

Conclusions from Data:

Our plan was successful. We will continue.

In 2005-2006, our population included Kindergarden through eighth grade students. However, in 2006-2007, the sixth through eighth grade students were relocated to Twelve Bridges Middle School. We have had very few discipline issues with our K-5 population and, as a result, our suspensions have been extinguished. We will continue to offer a positive environment in which our children thrive.

Conclusions from Parent, Teacher and Student Input:

Both parents and teachers agree that we have a very positive environment and agree that our data supports this statement.

Sheridan Elementary School

6.10.44

School/Site

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

Data was obtained via:

Tracking Discipline Reports

Tracking Attendance

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

We are quite proud of the way our school community works together to assure that our students achieve maximum success. Some of our outstanding programs include:

- After school Program in which 68 percent of the students participate
- *Reading Mastery and corrective reading for our struggling readers
- Parent volunteers
- After school tutoring
- Accelerated Reading
- Cross-Age tutoring
- Counseling (1 day per week)
- English Language Development (ELD)
- Positive Action (Research based character development program)

Areas we wish to Change:

I. We want to continue to develop our School Wide Intervention program.

6.10.45

II. We want to strengthen our math program

6.10.46

Comprehensive Safe School Plan 2009-2010

ENSURING A SAFE AND ORDERLY ENVIRONMENT – Component I

Sheridan Elementary
School/Site

Component I: People and Programs (Have at least one goal, objective and activity for each component)
Goal #1 To Strengthen our School Wide Intervention program
Objective: The afterschool coordinator will be involved in our Monday morning PLC to collaborate with the teaching staff and ensure that the delivery of the interventions is consistent throughout our students day.
Activity: Afterschool Coordinator, regular ed. teaching staff, and all intervention aides will participate weekly in Monday Morning PLC to collaborate with each other in regards to assessments. During the meeting, weekly groups, assessments and interventions will be discussed and set.

Comprehensive Safe School Plan 2009-2010

PEOPLE AND PROGRAMS, Continued **Component I**

Sheridan Elementary School
School/Site

Who will take the lead	Principal
Completion Date and Budget	Ongoing
Resources Needed	Funding for aides
How we will Monitor and evaluate	Lead teacher will use communicate with Principal on a weekly basis. We will track students progress through OARS.

6.10.48

Comprehensive Safe School Plan 2009-2010

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component II

Sheridan Elementary School

School/Site

Component II: Place (Have at least one goal, objective and activity for each component)
Goal #1 To curb vandalism during non school hours.
Objectives: To create positive relationships with key community members, law enforcement and local churches to monitor the school during non-school hours and report inappropriate activity to proper authorities. To establish an active neighborhood watch program
1.0 Principal will sit on Neighborhood Watch Committee
2.0 Principal will participate regularly on Sheridan MAC to give vandalism reports
3.0 Principal will seek cooperation from community
4.0

6.10.49

Comprehensive Safe School Plan 2009-2010

Place, Continued

Component II

Sheridan Elementary School

School/Site

Who will take the lead	Principal
Completion Date and Budget	09-10
Resources Needed	N/A
How we will Monitor and evaluate	We will track acts of vandalism and report changes

Behavior Plan

- The Sheridan Staff meets each trimester. Students, parents and school staff have developed the school behavior plan. The behavior plan is designed to provide logical consequences to students who break the rules as well as positive rewards for students who are able to follow the established rules. Following are the school rules: We keep our hands, feet and objects to ourselves; We conduct ourselves in a safe and orderly manner; We use walking feet and stay in designated areas; We follow directions the first time.
- School staff encourages the following problem solving steps: Ask the person to stop; Try to ignore it; Go somewhere else (walk away); Ask for assistance.
- Positive Reinforcement: The staff highlights positive behavior to encourage and instill good citizenship during a student's education at Sheridan Elementary School and beyond. The school's behavior plan is designed to positively reward students who are able to follow the established rules and set good examples for others. Following are some examples of the positive interventions that take place at Sheridan Elementary School: Reading Incentives; Verbal praise and encouragement; Extra and co-curricular activities; "Caught Being Good" Awards; Student of the Month; Helper / Special Person of the day / week; Trimester Recognition includes recognition for outstanding effort, achievement, attendance; Accelerated Reader Certificates.

Consequences

The following classroom consequences apply when a student chooses to break a rule and as a result, receives a citation:

- | | |
|--------------------|--|
| Citation 1: | Teacher to call parent
Loss of 15 minute recess |
| Citation 2: | Teacher to call parent
Loss of 15 minute recess and Lunch recess |
| Citation 3: | Teacher/Parent/Student/Principal Meeting
Create Behavior Contract
Loss of (3) lunch recesses |
| Citation 4: | Schedule Student Success Team (SST) Meeting
Review Behavior Contract
One day suspension |
| Citation 5: | Consequence decided by principal on a case by case basis |

Citations are monitored, and each student gets a new start each year.

6.10.51

Suspension and Expulsion

Education Code 48900 identifies the student actions that are grounds for suspension and expulsion. Students may be suspended or expelled from school depending upon the behavior. Grounds for suspension and expulsion include but are not limited to:

- Attempts or threats actions that cause physical injury to another.
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., firearm, knife, explosive material).
- Use, sale or possession of a prohibited substance (i.e., alcohol, drug or nicotine product).
- Commits or attempts to commit robbery or extortion or knowingly receives stolen property.
- Cause or attempts to cause damage to school or private property.
- Commits an obscene act or habitual vulgarity or profanity.
- Disrupts school activity or willfully defies school personnel.
- Committed or attempted sexual assault.
- Harassment, intimidation of other students.
- Terrorist or hate threats against school officials or school property.
- Caused, attempted, threatened, or participated in an act of hate violence.

Students who choose to violate Education Code 48900 are referred to the principal or his/her designee. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914) the parent is then obligated to meet with school staff without delay.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion.

Governance Team:

The Site- Based Leadership Team and staff will monitor activities throughout the year. The Safe School Plan will be annually reviewed. The School Based Leadership Team reviews the progress and examines student data. The Child Success Team, grade level teams, and principal continually reviews student performance and assessment data.

Funds/Resources Needed to Support Implementation:

A variety of resources are used to fund the activities and programs:

- Positive Action is funded through our Site-Based Leadership Team.
- Incentive programs are funded with site and Parent Teacher Club funds.
- After school program is funded by state and grant funds.
- Student recognition is funded by site and Parent Teacher Club funds.
- Staff development and trainings are funded by site and district funds.
- Parent education activities are funded by site and Parent Teacher Club funds.

6.10.52

Evaluation:

Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, input from the intervention staff, student assessment data and referrals.

Timeline of Major Activities:

Activities	Frequency	A	S	O	N	D	J	F	M	A	M
Identification of at risk students for intervention	Continual	X	X	X	X	X	X	X	X	X	X
Begin Intervention Services	As-Needed	X	X	X	X	X	X	X	X	X	X
Child Success Team Meets	Continual	X	X	X	X	X	X	X	X	X	X
PLC Meets	Weekly	X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention				X	X	X	X	X	X	X	X
Discipline Committee (Staff) Meets	Conferences Quarterly		X		X			X			X
Begin School-wide Reading Program	Once Each Trimester	X			X			X			X
Positive Recognition Awards	As-Needed	X	X	X	X	X	X	X	X	X	X
Science Instruction	Weekly	X	X	X	X	X	X	X	X	X	X
Music Instruction	Grades 1-5	X	X	X	X	X	X	X	X	X	X
	Grades 1 - 5	X	X	X	X	X	X	X	X	X	X

6.10.53

Evaluation:

Evaluation of the programs and campus security is reviewed and monitored by the Site Based Leadership Team, staff, Student Success Team, and Discipline Committees. Parent, staff and student surveys allow input from the entire school community. Discipline and mental health referrals are monitored and assessed. The Safe School Plan is updated annually in a collaborative effort between the school communities and approved by the Site Based Leadership Team.

The students, staff and parents work together to ensure that strategies are in place to build a sense of a safe community. Students, staff and parents take pride in Sheridan Elementary School and work as a team to solve problems and improve the safety and climate of the school.

Timeline of Major Activities

Activities	Monthly	A	S	O	N	D	J	F	M	A	M
Communicate with parents re: drop off and pickup points.	Continual	X	X	X	X	X	X	X	X	X	X
Work with staff doing traffic supervision	Monthly	X	X	X	X	X	X	X	X	X	X
Meet with the District Safety Committee	Twice a year				X				X		
Meet with the school custodian re: safety issues	Monthly	X	X	X	X	X	X	X	X	X	X
Work with fire and law enforcement agencies re: safety	Annually			X						X	
Work with county officials on signs, and roadways	On-going										
Discipline Plan is Reviewed	Reviewed Annually										X

EVACUATION AREAS

Primary Site- (Fire Drill Route) Our primary site on campus is located on the far east side of the black top playground area (next to the grass field).

Secondary Site on Campus Alternate routes such as across the grass along the fence (east), the church on 10th street will be utilized depending on where the emergency/fire is located.

RELOCATION

Primary Off Campus Location – The Church on 10th Street.

Secondary Off Campus Location – Stewart Hall (Camp Far West Road)

6.10.54

COMPREHENSIVE SAFE SCHOOL PLAN 2009-2010

Sheridan Elementary School

School/Site

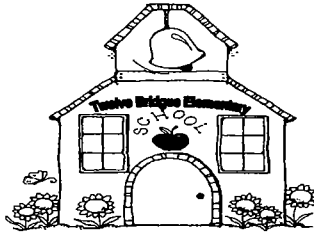
<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing February 13, 2008</p> <p>Site of Public Hearing Stewart Hall (Sher. MAC)</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 	
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations • In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> 	
Review of Progress for Last Year	Name: Kris Knutson	Date: 10/01/2009
Law Enforcement Review	Name: Mark Williams	Date: 10/15/2009
Site Council Approval	Name: Lori Houck	Date: 02/01/2010
School Board Approval	Name:	Date:

6.10.55

Twelve Bridges Elementary School

Safe School & Crisis Plan

2009-2010



Written By

Tonya Hamlin
Sheryl Reagan
Kathleen Cummings
Kelley Stauffer
Heather Graves
Amy Williams
Wendi Foote
Jeremy Lyche

Twelve Bridges Elementary School
Western Placer Unified School District
2450 Eastridge Drive
Lincoln, CA 95648
(916) 434-5220

Date Adopted by School Site Council: January 7, 2010

Twelve Bridges Elementary School is located in Lincoln, California. The once rural surroundings of the school are giving way to residential and commercial development.

The Twelve Bridges core philosophy is that "all students will be physically, emotionally and mentally safe while entering, on and/or leaving our campus." The Safe School Plan has been written to support our District mission, our school vision and philosophy. The Safe School Plan, with input from staff, students, parents and community members meets the requirement of the State of California and the special needs of our school site. Our Safe School Plan incorporates the Disaster Response Procedures and Crisis Response Team of the Western Placer Unified School District. School safety is evaluated annually through Site Based Leadership Team, parent, staff and student surveys, District safety meetings, emergency procedures drills and office referrals.

The school serves students in kindergarten through the fifth grade. School enrollment is approximately 725. The ethnic make up is as follows: 1% American Indian, 6% Asian, 1% Pacific Islander, 10% Hispanic, 2% African American, and 70% Caucasian. The uniqueness of students and staff is recognized and respected. The school emphasizes excellence, innovation, and progress in academic skills, citizenship, personal growth and social development for all students.

6.10.56

Component One – People and Programs

Goal #1: Twelve Bridges students will feel emotionally and physically safe at school.

Objectives:

- Staff will consistently implement a school behavior plan that focuses on prevention as well as consequences.
- Students will feel connected to school via development of positive relationships with other students and adults.
- Students will indicate they feel safe on the playground as measured by student surveys.

Student Support and Intervention Opportunities:

- Support Systems are coordinated with county and other agencies to provide child services as needed (Access, S.M.A.R.T., Family Cooperative Project, Caring About Kids, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives (Caught Being Good) and character education.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Mental health and alternate placement programs are in place to ensure that students who have difficulty adjusting in regular education program receive appropriate education services.
- The district provides vision and hearing screening at selected grade levels or as referred.
- Students experiencing difficulties may be referred to the Student Success Team to explore intervention options.
- Twelve Bridges Elementary School has a Child Abuse Reporting Procedure in place.
- Local law enforcement and community agencies make presentations on child safety issues.
- A Health Clerk is on campus daily for 3 hours. A Nurse is on-site one day a week or when needed.

Parent Support:

- Parents are encouraged to be part of the Student Success Team to help create action plans that include modifications to help students become and feel successful in the school program.
- Parents are active participants in Site-Based Leadership Team, Parent Teacher Club, 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.
- Parents of at-risk students are notified about participation in the intervention programs. Parents of students at-risk for retention will be notified per Board Policy.
- The SynreVoice Phone system will be utilized to communicate any health/safety concerns or updates

Staff Support:

- The staff will continue to be trained to help reach students of diversified backgrounds.
- Staff development days focus on District and school goals and objectives, state standards, changing curriculum, changing student population and specific needs of the student body.
- A referral system is in place to help students and families meet their needs. Referrals to support agencies, such as SARB, law enforcement agencies, or ACCESS, may be recommended by the Student Success Team, a 504 Plan, or an IEP Team
- Administrators follow the Suspension/Expulsion Procedures outlined in the Education Code Section 48900-48926. Suspension of Special Education students is monitored and legal requirements are followed. All information of suspension of special education students is sent to the District office.
- The Positive Action curriculum is used across all grade levels to teach and reinforce the important of making healthy and positive choices.
- The Character Counts! program is implemented across all grade levels and emphasizes six important traits; trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- CPR training is offered annually to all staff members.

Behavior Plan

- School staff has developed the school behavior plan which provides logical consequences to students who break the rules as well as positive rewards for students who follow them.
- Positive Reinforcement: The school's behavior plan is designed to positively reward students who are able to follow the established rules and set good examples for others. Following are some examples; Verbal praise and

encouragement; "Caught Being Good" Awards; STAR student; recognition for outstanding effort, achievement, attendance; reading goals.

- The "Paws not Claws" system is in place to recognize positive behavior among students.

Consequences

The following classroom consequences apply when a student chooses to break a rule and as a result, receives a citation:

- Citation 1: Teacher to call parent. ½ hour after-school detention
- Citation 2: Teacher to call parent. (2) ½ hour after-school detentions
- Citation 3: Teacher/Parent/Student/Principal Meeting. In-house suspension.
- Citation 4: Schedule Student Success Team (SST) Meeting. One day suspension
- Citation 5: Consequence decided by principal on a case by case basis

Suspension and Expulsion

Education Code 48900 identifies the student actions that are grounds for suspension and expulsion. Students who choose to violate Education Code 48900 are referred to the principal or his/her designee. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. Under state law (Education Code 48914) the parent is obligated to meet with school staff without delay.

Governance Team:

The School Based Leadership Team reviews the Safe School Plan annually and examines student data. The Student Success Team, grade level teams, and principal continually review assessment data.

Funds/Resources Needed to Support Implementation:

A variety of resources are used to fund the activities and programs:

- Incentive programs are funded with site and Parent Teacher Club funds.
- Staff development and trainings are funded by site and district funds.

Evaluation:

Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, input from the intervention staff, student assessment data and referrals.

Timeline of Major Activities:

Activities	Frequency	A	S	O	N	D	J	F	M	A	M
Identification of at risk students	Continual	X	X	X	X	X	X	X	X	X	X
Begin Intervention Services	As-Needed	X	X	X	X	X	X	X	X	X	X
Student Success Team Meets	On-going	X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention	Quarterly		X		X			X			X
Begin School-wide Reading Program	On-going	X	X	X	X	X	X	X	X	X	X
Positive Recognition Awards	Monthly	X	X	X	X	X	X	X	X	X	X

Component Two: The Physical Environment (Place)

Twelve Bridges School is located in the Western Placer Unified School District. Its physical location is in North Lincoln, in an area that is experiencing growth of residential and commercial developments.

Goal #1: All students will have safe ingress and egress during the daily school routine or during a crisis.

Objectives:

- Parents are directed for safe and orderly traffic flow for drop off/pick up through the student/parent handbook, first day packets, through the school newsletter and during parent meetings.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored.

- The school administrator will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked annually and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.

Goal #2: The Twelve Bridges campus will remain a secure and safe environment.

Objectives:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place.
- Main entry and exit points are monitored closely by school staff.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas.
- Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office.

Student Support:

- Safe and orderly bus transportation is available for students. Inappropriate behavior is dealt with immediately. Staff monitor the loading/unloading of cars and student arrival/departures before and after school.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.
- Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lockdown drills are practiced annually.
- Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school.

Parent Support

- There is continual communication to parents on traffic flow for safe drop off and pickup issues.
- Parents have the opportunity to work in a collaborative manner to give input on school safety issues.

Staff and Site Support

- Updated maintenance and will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities or person.
- A security system with panel access codes has been installed for the entire school.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input.
- There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, and intercoms.
- The principal or designee will announce the lockdown using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice. A red or green card system is in place for accounting of students.

Governance Team:

A Site Based Leadership Team, consisting of principal, teachers, parents and a member of the classified staff participates in the goal setting, decision making and development of the budget of the programs that support these

goals. Staff and parents have opportunities for input. The staff works in collaboration with local fire and law enforcement agencies, the community, local businesses, health professionals, county agencies and District personnel to help create a safe, secure facility.

Funds/Resources Needed to Support Implementations:

A variety of resources are used to ensure the safety of this campus:

- District and site funds support the purchase of signs and barricades to ensure safety of students walking to and from school.
- Site and Parent Teacher Club funds support award, discipline and incentive programs.
- School Improvement Program funds support safety issues as part of the Safe School Plan.

Evaluation:

Evaluation of the programs and campus security is reviewed and monitored by the Site Based Leadership Team. The Safe School Plan is updated annually.

EVACUATION AREAS

Primary Site- Our primary site on campus is located on the far side of the playground area.

Secondary Site on Campus Alternate routes such as to the parking lot, the service road next to the 200's wing or the park will be utilized depending on where the emergency/fire is located.

RELOCATION

Primary Off Campus Location – *Twelve Bridges Middle School*

Secondary Off Campus Location – *Catta Verdera Country Club*

LOCK DOWN

- Doors locked and windows/blinds closed
- Lights off
- Students on the floor - Room is quiet
- Red (not all students accounted for) or Green (all accounted for) cards posted in the window
- Parents should be notified following the resolution of the lock-down

LOCK IN

- Doors locked and windows/blinds closed
- Students are able to work at their desks - Lessons as usual until an all secure signal is called

CRISIS RESPONSE BOX

Our crisis box is located in our school office and contains the following items:

- Map or diagram of campus with evacuation sites marked, Student/staff emergency roster, Students/staff attendance for current day and visitor's log, Latex gloves, Flashlight with batteries bagged separately, Whistle, Two pens, Large marker, Small notebook and/or legal pad, Scissors and/or utility tool, Post it notes, band-aids

COMMUNICATING OUR PLAN

- Staff will be made aware of the crisis immediately through the PA system from our school office
- "911" will be contacted and made aware of our crisis by our office staff
- District will be contacted and made aware of the situation by our office staff
- Media to be contacted by our district office staff
- Parents will be communicated with through phone calls, news releases and media reports.
- Incident Command System (ICS) to be initiated when the crisis takes place

RED and GREEN Cards

Teachers use these cards to communicate at a glance the following information:

"GREEN CARD" – all is well and everyone is accounted for

"RED CARD: - Someone is missing, wounded or extra children

GLEN EDWARDS MIDDLE SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

2009-2010

Developed By:

Michael Doherty, Principal
Daniela Thompson, Assistant Principal
Mary Lou Resendes, Counselor

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

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Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

COMMITTEE MEMBERS:

School Site Council or Delegated School Safety Planning Committee Members	Principal	Classroom Teacher	Classified Employee	Parent
Michael Doherty	X			
Ed Newberry		X		
Olen Dillingham		X		
Deb Morrision		X		
Dan Alcorn		X		
Diane Smith			X	
Janette Mercier			X	X
Holly Shima				X
Patrick Shima				X

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

SCHOOL MISSION STATEMENT:

To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

STUDENT DATA SUMMARY:

Data Source	'03-'04	'04-'05	'05-'06	'06-'07	'07-'08	'08-'09	2009-10
Number of Suspensions	236	154	247	160	264	249	73 As of 12/16/09
Number of Expulsions	6	7	13	2	8	13	5 As of 12/16/09
Enrollment	875	967	1052	720	693	638	632 As of 12/2/09

Conclusions from Data:

In 2003, the student population began to steadily increase and the number of suspensions increased as a result. In 2004, Glen Edwards Middle School instituted a new discipline policy, which included detentions as consequence as well as referrals and suspensions; thus the number of suspensions reduced compared to the previous year. In 2005-2006, the eighth grade class earned an especially high number of suspensions. Due to the opening of a second middle school in our district, the student enrollment greatly reduced. Thus, the suspensions and expulsions during the 2006-2007 year also reduced. In addition, the eighth grade class that promoted from GEMS in June, 2007 had fewer discipline issues. In 2008-09, there were a large number of behaviors related to gang activity (graffiti) and fights, which resulted in a higher number of expulsions. So far, the number of expulsions in 2009-2010 has been due to a suspended expulsion that was violated, felony level battery, and the other three were due to distribution/possession of drugs (three students' friends with one another).

Data Sources Reviewed:

Glen Edwards Middle School used surveys, focus groups, discipline records, and attendance accounting programs SASI and then ARIES.

How did the data determine the goals?

The student population at GEMS was significantly reduced resulting from the opening of Twelve Bridges Middle School in 2006-2007. Consequently, the size of the campus and the facilities better meet the needs of the students. The overall environment is more conducive to student learning in the classroom and student safety on campus.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

AREAS OF PRIDE AND STRENGTH:

Personal Characteristics of Staff and Students:

- Glen Edwards Middle School is located in Western Placer Unified School District in the city of Lincoln. The school serves grades six through eight. The student enrollment is currently 632
- GEMS is one of eleven schools in WPUSD and reflects the diversity of Lincoln. Our student body is: 58.5% Caucasian; 34.3% Hispanic; 1.9% African American, 1.3% Filipino; 0.9% Asian, and the remaining 3% is comprised of American Indian, Pacific Islander, and other ethnicities.
- The diverse cultural and ethnic backgrounds of our students are acknowledged, respected, and incorporated into the school curriculum and/or on-going activities.
- Students with special needs are readily accepted by peers and accommodated by staff, regardless of their abilities and challenges.
- The new school schedule now includes an intervention period in language arts or math for students scoring far below basic or below basic. In addition, there is the "PAWS Academy" and "PAA Academy," both of which house additional student that need additional support or need to be challenged.
- Personnel are in-serviced in multicultural education through college coursework (CLAD), professional growth (SDAIE), and on-going staff development programs to meet the challenging needs of students. All teachers are required to have CLAD certificate.
- A district nurse and nurse clerk monitor and check students for various health issues such as vision testing, hearing testing, immunizations, head lice, scoliosis, Family Life, and minor injuries.
- District health/counseling services provide prevention and intervention programs for students and families including: individual counseling, group sessions, TIPS, Caring About Kids Program, Healthy Start Grant, and After School Tutoring.

Physical Environment of the School:

- The GEMS' campus perimeter and interior are fenced to secure the site from easy criminal access and activity.
- 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.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

AREAS OF PRIDE AND STRENGTH (continued)

- The Campus Security Officer patrols the campus, hallways, and bathrooms during the school hours.
- The Lincoln Police Department assigns the school a youth services officer who works with the students and staff to ensure the safety of the students.
- Custodial staff keeps the campus clean, safe, and beautified. Physical conditions that may lead to accidental harm are immediately addressed/repared.
- 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 our school resource officer.
- 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.
- Security alarms, camera monitors, and fire alarms enhance the overall security.
- Classrooms are well maintained, free of physical hazards, and equipped with telephones and equipped with 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.
- A site emergency plan is in place and site fire drills, lock down drills, and annual evacuation drill are scheduled and tested.
- Standard incident reporting procedures are in place.
- The school has adequate and proper protection against falls from recreational equipment and landscaping designs that prevent students from climbing to dangerous heights.
- Four noon aides and the administrators monitor the campus during lunchtime. Two aides monitor the cafeteria, the hallway, and outside eating area. The other two aides monitor the playground and field area. As the students exit the cafeteria during each lunch period, an aide moves from inside the cafeteria to outside on the playground. Each aide has a walkie-talkie to communicate with one another, the administrators, and the custodian.
- During their assigned duty weeks, teachers supervise areas throughout the campus before and after school.
- All teachers receive an updated teacher handbook and a new agenda at the beginning of each school year. The handbook contains District Crisis Response Team Plan, Emergency Drills schedule, duty week schedules, and evacuation map. The student agenda contains complete information on school procedures.
- Valuables and equipment are inventoried properly, engraved for identification, and stored securely.

Glen Edwards Middle School
Comprehensive School Safety Plan 2009-2010

AREAS WE WISH TO CHANGE:

Personal Characteristics of Staff and Students:

- Increase courtesy and mutual respect among our students and staff.
- Increase the focus on tolerance, diversity awareness, and communication on campus.
- Design a master schedule that meets the academic needs of all students.
- Decrease the amount of time students miss from instruction due to discipline/consequences.

Physical Environment of the School:

- Minimize unsafe actions the in all areas on campus during all times of the year.
- Inform the new teachers and review with veteran staff the procedures in the District Crisis Team Support Plan.
- Increase cleanliness on campus: promote recycling; students pick-up litter after themselves; and maintain all restrooms.
- Eliminate the constant presence of ants in classrooms and public areas.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

ENSURING A SAFE AND ORDERLY ENVIRONMENT, Component I:

Component I:

Personal Characteristics of Staff and Students

Goal:

To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

Increase courtesy and mutual respect among our students and staff.

Increase the focus on tolerance, diversity awareness, and communication on campus.

Design a master schedule that meets the academic needs of all students.

Activities:

- 1.0 Administrators, counselor, teachers, and staff offer activities to promote tolerance and diversity awareness and prevent conflict.
 - a. The counselor and school psychologist make class presentations and provide on-going activities for students and staff regarding bullying, harassment, tolerance, and diversity awareness.
 - b. The principal talks about character every morning while announcing the daily bulletin.
 - c. A banner about bullying is hung in the Spirit Center.
 - e. The GEMS counselor, along with the counselor from Twelve Bridges Middle School, organizes informational meetings called Topics of Interest for Students and Parents (TIPS). The featured speakers have included officers from Lincoln Police, representatives from the ReDirect program, and Brandon Lopez, who presented information on Cyber-bullying.
 - f. The administrative staff utilizes the school-wide instant phone messaging system to publicize the activities and invite the parents to attend. These instant messages go out to parents in English or Spanish.
- 2.0 Administrators, teachers, counselor, and staff intervene and offer assistance in conflict resolution.
 - a. Teachers, administrators, and staff constantly communicate with students about using appropriate language, not making mean comments, and keeping their hands to themselves.

- b. Parents are also informed of conflicts and asked to meet with other students, parents, teachers, and/or administrators to help improve relations on campus.
 - c. The counselor refers students to the Lighthouse Counseling Center, who provide individual counseling and group counseling in the areas of anger management, girls' issues, and peer group relations.
 - d. The administrators and counselor refer students to the ReDirect program, which works with at-risk youth and strives to keep students out of gangs.
 - e. The administrators and counselors refer students and parents to the programs for parents, such as Parent Institute and Parent Project.
- 3.0 Administrators, teachers, counselor, and staff adhere to the school rules regarding harassment and assign consequences as appropriate.
- 4.0 Administrators, counselor, teachers, staff, and school resource officer promote positive extra-curricular activities to involve students in the school and the community.
- a. The principal announces school and community events in the daily bulletin.
 - b. The school distributes fliers for events, such as activities sponsored by the City of Lincoln.
 - c. Teachers take their classes on field trips to the Lincoln Youth Center and local colleges, such as Sacramento State.
- 5.0 Administrators, counselor, teachers, and staff assess the academic needs of the students and offer curricular paths to meet those needs.
- a. The Performing Arts Academy (PAA) challenges GATE students, students who score advanced, and students who have been recommended by their teacher.
 - b. The Promoting All Willing Students Academy (PAWS) assists students who perform below basic or far below basic. Students can be English learners as well. In addition to fostering academic success, teachers also focus on acceptance of individuals, tolerance, effort, and confidence.
 - c. The Advancement Via Individual Determination (AVID) program is offered as an elective class to seventh and eighth grade students. The goal of the AVID program is to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap.

Persons Responsible for the Implementation:

Principal, assistant principal, counselor, school psychologist, teachers, staff, students, parents, counselors at the Lighthouse Counseling Center, school youth services officer, and staff at the ReDirect program.

Completion Date and Budget:

The school district paid the expense of the telephone messaging system, which was first used in January of 2008. All other activities are on-going activities.

Resources Needed:

The greatest resource needed is time to schedule, organize, and prepare classroom presentations. Fifteen hundred dollars have been designated in the GEMS site plan for teachers to attend workshops. The one school counselor is seeking assistance by possibly utilizing the intern counselor or additional clerical staff.

Evaluation of the Objective:

Evaluation will be done through grade level meetings throughout the year. Teams meet daily and will coordinate the activities or scheduled presentations into their curriculum.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

ENSURING A SAFE AND ORDERLY ENVIRONMENT, Component II:

Component II:

The Physical Environment of the School

Goal:

To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

Minimize students' unsafe actions the in all areas on campus during all times of the year. Inform the new teachers and review with veteran staff the procedures in the District Crisis Support Team Plan.

Activities:

- 1.0 Secure additional space for student use during lunchtime on rainy days.
 - a. The noon aides encourage students to remain in the Spirit Center.
 - b. Teachers volunteer to allow aides and administrators to bring students into their classrooms to watch G-rated movies or play other activities. Teachers will have movies and televisions ready for use.
- 2.0 Reduce the amount of time that students are unsupervised in the locker rooms.
 - a. One of the male PE teachers will be in the boys' locker rooms while the students change their clothes.
 - b. A student aide will walk through the locker room and notify the teacher of any unsafe actions.
 - c. Mirrors will be installed near the rear of the boys locker room to increase the visibility of obstructed views.
- 3.0 Prepare for a crisis.
 - a. The administration, counselor, teachers, and staff review the District Crisis Support Team Plan the staff meeting in November, 2008.
 - b. The School Site Council reviews the plan at the December meeting.
 - c. The staff conducts monthly school safety drills.
- 4.0 Utilize a camera system to monitor the campus.
 - a. Three cameras and a computer with monitor were purchased by the school district from Surveillance Systems Integration. These cameras allow for monitoring the student activity on the playground and in the hallway and to detect any vandalism in these areas.
 - b. The school administration and staff, including Mark Perkins and Ed Newberry, will monitor the cameras, download pictures, and save data when needed.
 - c. The school administration and staff will work with the representatives from SSI to make adjustments to the cameras as needed.

Persons Responsible for the Implementation:

Principal, Assistant Principal, Teachers, Staff (including noon aides), Students (including PE aides)

Completion Date and Budget:

The activities are on-going. The cost to the district will be the transportation cost to evacuate the student during an evacuation drill. The district also paid for the purchase and installation of the cameras during the 2007-2008 school year.

Resources Needed: An additional cost may include the addition of more cameras on the campus if deemed necessary.

Evaluation of the Objective: The cameras will be a valuable tool to monitor student activity and detect those responsible for the vandalism on campus. The cameras show students' involvement during vandalism, fights, and other unsafe actions. The scheduled safety drills will have been performed by the end of the year.

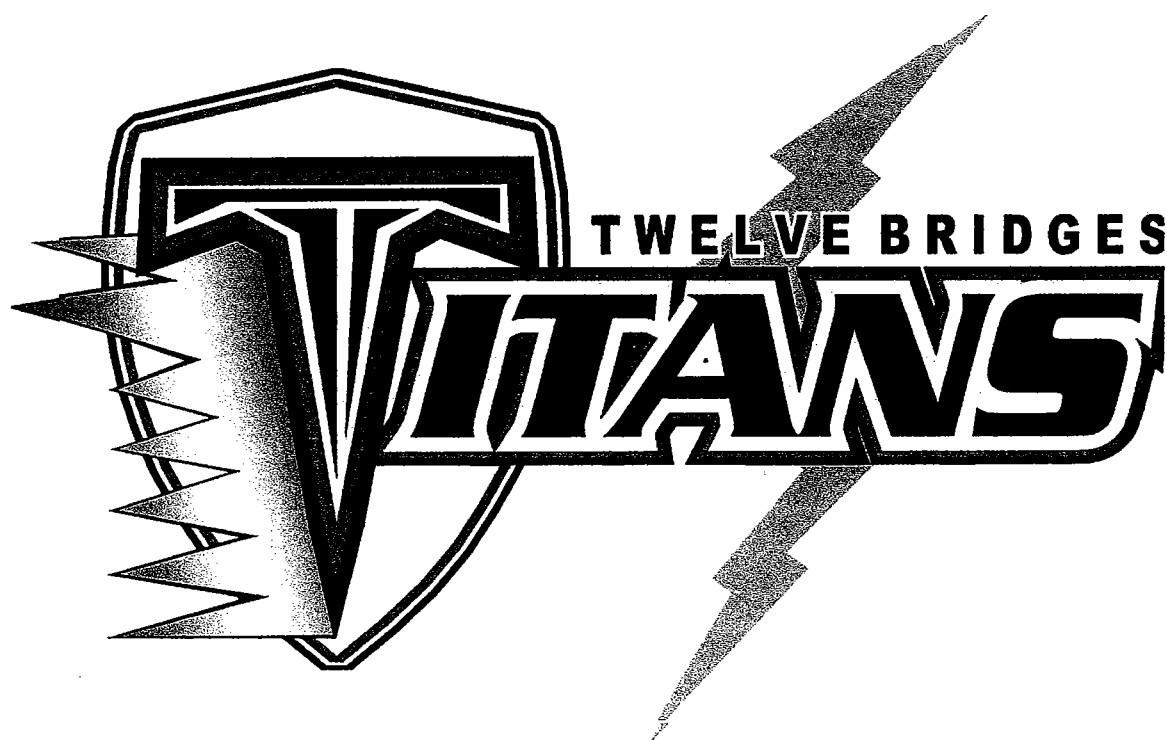
Glen Edwards Middle School
Comprehensive School Safety Plan, 2009-2010

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	<table style="width: 100%;"> <tr> <td style="width: 60%;">Date of Public Hearing</td> <td style="border: 1px solid black; padding: 2px;">December 2, 2008</td> </tr> <tr> <td>Site of Public Hearing</td> <td style="border: 1px solid black; padding: 2px;">GEMS Library</td> </tr> </table> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 	Date of Public Hearing	December 2, 2008	Site of Public Hearing	GEMS Library
Date of Public Hearing	December 2, 2008				
Site of Public Hearing	GEMS Library				
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations • In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> 				
Review of Progress for Last Year	Name: Daniela Thompson	Date:			
Law Enforcement Review	Name: Steve Krueger	Date:			
Site Council Approval	Name: Michael Doherty	Date:			
School Board Approval	Name:	Date:			

Twelve Bridges Middle School

Safe School Plan

2009-2010



**Western Placer Unified School District
Twelve Bridges Middle School
770 Westview Drive
Lincoln, Ca 95648
(916) 434-5270**

6.10.75

Action Plan for Component 1

Personal Characteristics of Staff and Students

The traits those students, teachers, administrators, and other personnel bring to the campus

(Ethnic/cultural diversity, different experiences)

Our goal is to create and foster a positive, safe, and caring learning environment in which all student scan feel safe and experience success.

Areas of Pride:

1. Twelve Bridges Middle School is located in Western Placer Unified School district in the city of Lincoln. The school serves grades six through eight. The student enrollment is currently 840 and growing.
2. Twelve Bridges is one of eleven schools in WPUSD
3. Students with special needs are readily accepted by peers and accommodated by staff regardless of their abilities and challenges.
4. Personnel are in-serviced in multicultural education through college coursework (CLAD), professional growth (SDAIE) and on-going staff development programs to meet the changing needs of students.
5. A district nurse and nurse clerk monitor/check students for various health issues: vision testing, immunizations, head lice, scoliosis, hearing testing, Family Life, and minor injuries.
6. District health/counseling services provide prevention and intervention programs for students and families (psychologist, counseling, group sessions, TIPS, after school tutoring and more...).

Areas of Concern:

1. Developing a deeper understanding and respect for one another's cultural diversity among our students, as well as a deeper understanding with regard to students with special needs.
2. Offering intervention strategies/resources to establish and then maintain a caring and safe school climate

Objective 1: Increase courtesy and mutual respect among our students and staff

1. Related activities:

- Provide on-going student and staff bullying/harassment prevention information, which is to include information on cyber bullying
- Continue to offer conflict resolution and anger management help
- Relationship-building strategies for students and staff

2. Resources needed:

- Staff, materials, time and budget allocation

3. Person/s responsible for implementation:

- Administration, counselor and staff

4. Timeline for implementation:

- 2009-2010 school year

6.10.76

Budget

1. Hand-out materials, posters and information booklets
2. Estimated costs for workshops
3. Cost of translating

Evaluation criteria and timeline:

1. Evaluation will be done through grade level meetings throughout the year. Teams will meet at appropriate times and will coordinate the activities into their curriculums.
2. Timeline for implementations will be throughout the school year.

Action Plan for Component 2

School's Physical Environment

The physical conditions in which education takes place (building, location, classrooms)

Our goal is to create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Areas of Pride

1. **School location:** Twelve Bridges Middle School is located in the growing community of Lincoln at the foot of the Sierra Nevada Mountains. The town's population stands at approximately 30,000 people. There are Lincoln Police and Fire Department emergency services available. The Western Placer Unified School district is the largest employer in town and the school system is an integral part of the community and its activities. The school has the cooperation of the community in general and of nearby residents to obtain information on possible student crimes and truancy. The school is alert to exposure to safety hazards, such as toxins or heavy traffic from Highway 65 and railroad freight movement through town.
2. **School grounds:** The TBMS campus perimeter and interior are fenced to secure the site from easy criminal access and activity. The campus is closed during school hours to outsiders and access signs are prominently displayed at all entry points. Emergency and district vehicles have limited access to school grounds. Visitors are required to sign-in and obtain badges at the front office before entering the campus. Places for loitering are limited. The school has appropriate lighting in the evenings and at night and there are surveillance cameras currently in use.
3. **Maintenance/Safety:** Our maintenance staff promptly corrects the physical conditions that could lead to accidental harm. The school has adequate and proper protection against falls from recreational equipment and landscaping designs that prevent students from climbing to dangerous heights. There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible and promptly replacing

6.10.77

broken windows. The maintenance staff does an excellent job keeping the grounds clean, safe and beautiful.

4. **Health:** District health services provide prevention and intervention programs for students and families (psychologist, counseling, group sessions, TIPS, After School Tutoring and more...).
5. **School Building and Classrooms:** Twelve Bridges Middle School was completed in the Fall of 2006. TBMS currently houses 48 classrooms, Drama room, Music room, Science Tech lab, four fully equipped science labs, library, two computer labs, Gymnasium, Multi-purpose center, and an Administration building. Classrooms are well maintained, free of physical hazards and equipped with telephones and intercoms/communication systems.
6. **Internal Security Procedures:** 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. Security and fire prevention systems enhance the overall security of the campus. Visitors, guests and parent volunteers use the sign-in and badge procedures to provide further safety. A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom. A site emergency plan is in place and site fire drills are scheduled monthly. Lock-down drills are also periodically scheduled along with an annual evacuation drill. A district crisis response team and plan is in place with identified procedures. Standard incident reporting procedures are also in place. Valuables and equipment are inventoried properly, engraved for identification and stored securely.

Areas of Concern

1. Access from the bike trails to the school.
2. Coverage for the students on rainy days

Objective 1: Secure additional space for student use during the rainy season.

1. **Related activities:**
 - Investigate a rainy day schedule with the possibility of teachers opening their classrooms before school or during lunch.
2. **Resources needed:**
 - Time and budget allocation
3. **Person/s responsible for implementation:**
 - School-wide, administration, staff, students, parents and volunteers
4. **Timeline for implementation:**
 - 2009-2010 school year

Budget

1. Time and materials

Evaluation Criteria and Timeline

1. Evaluations will be monitored monthly throughout the year.

6.10.78

Action Plan for Component 3

School's Social Environment

The organizational and interpersonal processes that occur in and around the school (structure, procedures and organization)

Our goal is to create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Areas of Pride

1. **Leadership:** The principal and his administrative team provide strong leadership, a clear vision and a plan of action. He advocates sharing the decision-making with staff, parents, students, and Site Based Leadership Team (SBLT). Local Emergency Services, security personnel and community leaders are actively involved and encouraged to take part in school activities. The principal emphasizes the importance of positive staff attitudes toward the treatment of students and parents; the principal models and expects the staff to demonstrate responsiveness, respect, consideration and sensitivity. The principal is readily available to all members of the school community and is highly visible on the campus and in the classrooms.
2. **School-Site Management:** Administration, staff, students, parents and the community are involved in setting goals, policies and procedures insuring a strong commitment to student success and high achievement.
3. **Classroom Organization and Structure:** TBMS is a 6-8 grade level school made up of individual classrooms. Each classroom provides an orderly and safe learning atmosphere, encouraging the adventure of learning and advances positive communication among students and staff. Students transition between their academic teachers. Classrooms are air-conditioned and heated to provide a safe and comfortable learning environment. Strategies and programs are in place to ensure that students are not permitted or able to victimize more vulnerable students.
4. **Discipline and Consequences:** The current discipline plan is aligned with the district policies and ensures a safe environment for students. Several programs and services support a safe climate for the campus. Students are trained in conflict management that enables them to develop strategies to address interpersonal relationship issues. Lincoln Police Department has appointed a school liaison officer who is frequently on campus developing a relationship with the students. The site discipline plan is disseminated to parents and students at the beginning of the school year assembly and in their School Agenda's Parent/Student Handbook section. Parent and students are asked to sign an agreement form to verify they have received and read the handbook information. All staff (certificated and classified) review and understand the policies and procedures and implement them on a fair and consistent basis. Procedures are established for

6.10.79

reporting all criminal behavior on the school campus to the appropriate personnel and law enforcement agencies.

Interventions for inappropriate personal behavior are explored as a first step such as warnings, parent conference, Student Study Team, anger management counseling and more. Positive discipline will be utilized and aimed at changing the behavior and attitude students and not merely a punitive reaction.

5. **Partnerships:** Parents are viewed as partners in the education of our students. A strong support network is provided for parents and students (After School Tutoring, Redirect Program, TIPS, Lighthouse Resource and Counseling Center, District Health Services provide prevention and intervention programs for students and families, Free and Reduced Lunch Program....).

Areas of Concern

1. A desire to develop parent/community involvement in the educational process and support students.
2. Twelve Bridges will work to increase awareness in the areas of cyber bullying and local gang tendencies and issues.

Objective 1: Increase parent involvement in their student's education.

1. Related Activities:

- Continue to provide opportunities for parents to visit the school and take an active role, such as Back-To-School night, Open house, Honors activities, Concerts and Assemblies.
- Outreach meetings to our Hispanic families
- Send home information regarding cyber bullying trends via email.

2. Resources Needed:

- Planning time, staff, parents and students

3. Person/s responsible for implementation:

- Administration and staff

4. Timeline for implementation:

- 2009-2010 school year

Budget

1. None needed

Evaluation Criteria and Timeline

1. The evaluation will be an annual review of program.
2. Timeline for implementation will be throughout the school year.

6.10.80

Action Plan for Component 4

School's Culture

The general atmosphere or spirit of the school (norms, beliefs, and values)

Our goal is to create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Areas of Pride

1. **Affiliation and Bonding:** Administration, staff, students and parents work together to ensure that strategies are in place to build a sense of community within the school so that all can feel pride in their school and feel pride in their school and feel that they are important members of a team. Students and staff are genuinely concerned about what happens to one another. All staff member's birthdays are celebrated. The dignity and heritage of each person is affirmed and respected. Staff and students accept ownership of conditions and events that occur at the school.
2. **Behavioral Expectations:** Students are asked to be respectful of the rights of others showing courtesy and tolerance, to be responsible for their own behavior, and to be prepared for class.
3. **Academic Expectations:** Twelve Bridges Middle School students are expected to meet and maintain promotion requirements: a "C" average in both math and language arts and an overall grade point average of 2.0 or better. Learning and productivity are valued and expected. WPUSD is dedicated to providing the best education for our students. All textbooks and instructional materials in all subject areas are aligned to the California State Standards. Students and staff want and expect class time to be used efficiently.

Areas of Concern

1. The school climate: bullying/intimidation, gang related activity, verbal abuse, teasing and exclusion.
2. Raising STAR testing scores and the API

Objective 1: Increasing staff and student commitment to tolerance and diversity.

1. **Related activities:**
 - Continue to provide quality informational programs
 - Continue implementing a Peer Conflict Resolution Program
2. **Resources needed:**
 - Administration, Counselor, staff, materials, time and budget allocation.
3. **Person/s responsible for implementation:**
 - School-side, administration, staff, students, parents and volunteers.
4. **Timeline for implementation:**
 - 2009-2010 school year

6.10.81

Budget

1. None needed

Evaluation Criteria and timeline

1. Evaluation will be monitored for compliance.
2. Timeline for implementation will be throughout the school year.

Objective 2: Increase student achievement and API scores.**1. Related activities**

- Bring all students to appropriate grade level achievement
- Tutoring before and after school and Summer School
- Accelerated Reader and Accelerated Math programs
- Regular acknowledgment of student successes

2. Resources needed:

- Administration, Counselor, staff, materials, time and budget allocation

3. Person/s responsible for implementation:

- School-wide, administration, staff, students, parents and volunteers

4. Timeline for implementations:

- 2009/2010 school year

Budget

1. None needed at this time as the programs are already in place

Evaluation criteria and timeline

1. Evaluation will be monitored for compliance as needed
2. Timeline for implementation will be throughout the school year

6.10.82

Placer County Office of Education

Comprehensive Safe School Plan

2009-2010

Lincoln High School

David Butler, Principal

Plan developed by:

Victoria Eutsey
Rob Kerrigan
Susan Valdez
Jennifer Nelson
Mike Maul
Bob Peirce
Mary MacQueen
Charlene Emerson
Barbara Green
Lucinda Noreen
Thomas Asedo
Tim Jaekel

Title:

Assistant Principal
Assistant Principal
Counselor
Teacher
Teacher
Teacher
Activities Director
A.P. Secretary
Principals Secretary
Parent/Site Council President
Student/ASB President
Lincoln Police Department

Date Adopted by School Site Council 1/28/10 President Lucinda Noreen

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Comprehensive Safe School Plan
2009-2010
Lincoln High School

SAFE SCHOOL PLAN COMMITTEE- APPROVAL

Dave Butler	Principal	<u>Dave Butler</u> Date <u>01/27/10</u>
Victoria Eutsey	Assistant Principal	<u>Victoria Eutsey</u> Date <u>1/26/10</u>
Rob Kerrigan	Assistant Principal	<u>R. Kerrigan</u> Date <u>1/27/10</u>
Susan Valdez	Counselor	<u>Susan Valdez</u> Date <u>1-26-10</u>
Jennifer Nelson	Teacher	<u>J. Nelson</u> Date <u>1/27/10</u>
Mike Maul	Teacher	<u>Mike Maul</u> Date <u>1/27/10</u>
Bob Pierce	Teacher	<u>Bob Pierce</u> Date <u>1/27/10</u>
Mary MacQueen	Activities Director	<u>Mary MacQueen</u> Date <u>1/27/2010</u>
Barbara Green	Principal Secretary	<u>Barbara Green</u> Date <u>1/27/10</u>
Charlene Emerson	A.P Secretary	<u>Charlene Emerson</u> Date <u>1/27/10</u>
Lucinda Noreen	Parent/Site Council President	<u>Lucinda Noreen</u> Date <u>1/28/10</u>
Thomas Asedo	ASB President	<u>Thomas Asedo</u> Date <u>1/27/10</u>
Tim Jaekel	LPD Resource Officer	<u>Tim Jaekel</u> #28 Date <u>01-26-2010</u>

6.10.84

Comprehensive Safe School Plan
2009-2010
Lincoln High School

STUDENT DATA SUMMARY

Data Source	2004-05	2005-06	2006-07	2007-08	2008-2009
Enrollment	1105	1231	1349	1432	1390
Discipline Records (Number of Incidents)					
Suspensions	148	183	189	154	140
Expulsions	12	19	12	7	12

Conclusions from Data:

- As the student population has increased, student discipline incidents have also increased.
- A majority of the suspensions are for defiance (48900- K)
- There have been no suspensions/expulsions of students for possession or use of weapons.
- The administration has taken a zero tolerance stance of gang affiliation and activities, thus an increase in expulsions during the 2005-06 school year. Gang activities have decreased during 2006-07, 2007-08, and 2008-2009 school-year.
- The administration does not tolerate repeated drug related offenses. If a student is suspended for a drug related offense (48900 C, D, J, P or 48915 C.3), the administration informs the student and the parent that the next drug related offense throughout high school will result in recommendation for expulsion.

Conclusions from Parent, Teacher, and Student Input:

- Because the staff here on our campus has taken such a firm stance against drugs, the student body is able to live a much safer and healthier life style and is better able to enjoy their high school experiences. Thomas Asedo, Student.
- The Zero Tolerance policy has created a safe learning environment here at LHS. Even as our population has increased dramatically, the number of disciplinary actions has not. Bob Pierce, Teacher
- I feel safe when my kids are in attendance at Lincoln High School. The administration handles discipline in a professional manner. Charlene Emerson, Parent/Classified Staff.

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Comprehensive Safe School Plan
2009-2010
Lincoln High School

STUDENT DATA SUMMARY
(continued)

List Data Sources Reviewed <ul style="list-style-type: none">• Discipline records• Standardized test scores (STAR & CAHSEE)• Graduation rate
Areas of Pride and Strength <ul style="list-style-type: none">• Supportive Staff and Administration• Outstanding Site Council• Improving test scores• Tutoring opportunities• Zero Tolerance for drugs and gangs• A.P. and Honors Programs• 2+2 Agreements with Sierra College• Athletic opportunities• Ancillary programs (ROP, Construction, I-Design)
Opportunities for Growth and Improvement <ul style="list-style-type: none">• Implement Professional Learning Communities• Work with the School Resource Officer• Accommodate and upgrade facilities for growth and remodeling

6.10.86

Comprehensive Safe School Plan
2009-2010
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
COMPONENT I

Component I: People and Programs
Goal #1 To establish and maintain a positive and safe learning environment in which students feel safe and experience academic success.
Objectives: To provide an academic learning environment To ensure a safe and orderly environment
1.0 Establish and maintain high and consistent standards for achievement <ul style="list-style-type: none">• Adopted textbooks and curriculum are aligned to state standards.• Teachers participate in Professional Learning Communities and work to create, review, or revise the following:<ul style="list-style-type: none">✓ Norms✓ SMART Goals✓ Essential Standards✓ Common Formative Assessments✓ Data Analysis✓ Intervention and remediation strategies
2.0 Maintain an atmosphere which enables students to achieve <ul style="list-style-type: none">• Administration, teachers, staff, and school resource officer enforce school and classroom policies.• A committee of teachers, administrator, and campus supervisor attend the BEST Behavior training.
3.0 Publish annually and review with students the schools rules and procedures for discipline on campus <ul style="list-style-type: none">• A printed copy of the Lincoln High School Rules and Procedures is given to every student. The sheet includes the District's Causes for Suspension and Expulsion.• An assembly is held at the beginning of the school year to discuss behavior and review the rules and procedures.• When a new student enrolls at Lincoln high School, the Assistant Principal meets with the new student and the parent to review the rules and procedures.
4.0 Annually update the Lincoln High School Comprehensive Safe School Plan

6.10.87

Comprehensive Safe School Plan
2009-2010
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
COMPONENT I
(continued)

5.0 Monitor student activity and help improve student behavior using the campus supervisors

- Campus supervisors will lock and monitor gates in order to keep intruders off campus.
- Campus supervisors patrol the campus to ensure that students arrive to class promptly and remain in assigned classes.
- Campus supervisors escort students to designated areas when necessary.

6.0 Continue a positive relationship with the Lincoln Police Department

- Administration, teachers, and staff daily communicate with the school resource officer.
- The school resource officer reports to his sergeant and collaborates with other officers, calling for assistance when required by the situation.
- The school resource officer attends training specifically designed for school resource officers.

Who will take the lead?

- Site Administration
- Department Heads
- Communication Committee
- Teachers
- Staff
- School Resource Officer
- Students
- District Administration

Completion Date and Budget: Ongoing

Resources Needed:

- General Fund
- EIA Funds
- GATE Funds

How we will monitor and evaluate?

- Staff and Administration coordination of policies and programs
- STAR and CAHSEE results
- Safe and orderly campus
- Review of Comprehensive Safe School Plan
- Incident logs and discipline records

6.10.88

Comprehensive Safe School Plan
2009-2010
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component II

Component II: Place
Goal #1 To establish and maintain a clean, safe learning environment in which students experience success
Objectives: To provide a suitable learning environment
1.0 Install and maintain cameras throughout the campus to monitor student activity <ul style="list-style-type: none">• Fifteen cameras are currently installed and working.• Two new cameras have been ordered to replace the cameras in the weight room and the west walkway.• Three new cameras will be installed for increased security in the bus loading area and the portables across from the weight room.• School administrators, custodian, or campus supervisors contact SSI whenever any problems with the cameras are encountered.
2.0 Modernize the alarm system
3.0 Remodel the existing facilities <ul style="list-style-type: none">• Landscape improvements have been done in front of the entrance on J Street, the old entrance on 7th Street, and on the campus.• New windows were installed on the woodshop classroom.• The boys and girls restrooms in the main hallway near the cafeteria were remodeled.• Wrought iron gates and fences replace some of the chain link gates and fences.
4.0 Add new facilities <ul style="list-style-type: none">• Three portables were added at the beginning of the school year. These classrooms were inhabited by three foreign language teachers, who previously taught in the portables located across the parking lot.• Two new science labs were added in December. The two science teachers who moved into their new classrooms had previously taught science in a regular classroom.

6.10.89

Comprehensive Safe School Plan
2009-2010
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component II
(Continued)

Who will take the lead? <ul style="list-style-type: none">• District Administration• Site Administration
Completion Date and Budget: Ongoing
Resources Needed: <ul style="list-style-type: none">• General Fund• School Safety
How we will monitor and evaluate? <ul style="list-style-type: none">• Cameras are utilized to monitor student activity. Surveillance footage is documented on incident or suspension reports.• District office administration oversees the completion of the modernization projects and new facilities.

Comprehensive School Safety Plan

PHOENIX HIGH SCHOOL

2009-2010

Revised 10-28-09

**Western Placer Unified School
District
Phoenix High School
870 J Street
Lincoln, CA 95648**

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Western Placer Unified School District
Comprehensive Safe School Plan 2009-2010

Phoenix High School
School/Site

Requirements Index	Section/Page
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Comprehensive School Safety Plan 2009-2010

MEMBERSHIP

Phoenix High School
School/Site

School Site Council or Delegated School Safety Planning Committee Members Date:	Principal or designee	Classified Employee	Classroom Teacher	Parent	Law Enforcement	Other School Staff	Community Rep.	Student	Other (specify)
1. John Wyatt	X								
2. Jeanine Troxel		X							
3. Casandra Creger			X						
4. Robert Woodward			X						
5. Tracy Gruber			X						
6. Cindy Farris			X						
7. Clint Nelson			X						
8. Cathy Noyes			X						

Undated 10-28-09

6.10.93

Comprehensive School Safety Plan 2009-20010

STUDENT DATA SUMMARY

Phoenix High School

School/Site

Data Source	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
• Discipline records					
Suspensions (number of incidents)	54	85	146	185	208
Expulsions	2	2	5	5	10

Conclusions from Data:

- As student population has increased, student discipline issues have also increased.
- Change in culture of student population – enrolling more students from outside the district.

Conclusions from Parent, Teacher and Student Input:

--

Other:

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6.10.94

Comprehensive School Safety Plan 2009-2010

DATA SUMMARY, Continued

Phoenix High School

School/Site

List Data Sources Reviewed and How the Data Determined the Goals:

- Discipline records.
- Standardized test scores (SAT & CAHSEE)
- Student credit completion rate data.

Area of Pride and Strength (including school programs and practices that promote a positive learning environment).

- Supportive staff and administration
- Individual student learning plans foster communication between school, students, and parents.
- Cleanliness of campus
- Student expectations are high regarding behavior, academics, and personal demeanor.
- Improving attendance record.
- Improving API/AYP scores
- All students are treated equally and have equal opportunities to participate and be successful

Areas we wish to change:

- Provide more elective opportunities for our students.
- Provide more directed instruction classes.
- Increase student credit completion rate.
- Add more classroom space to handle increased student population.

Comprehensive Safe School Plan 2009-2010

**ENSURING SAFE AND ORDERLY ENVIRONMENT
Component I**

Phoenix High School
School/Site

Component I: People and Programs
Goal #1: <i>To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.</i>
Objectives: <i>To provide and foster a proper learning environment that is free of distractions and has a consistent policy when dealing with discipline/classroom disruptions (cell phones, pagers, iPods, etc).</i>
1.0 Related activities: <ul style="list-style-type: none">a. Consistent reinforcement and modeling of school rules.b. Created Homeroom periodsc. Revise discipline policy constantly reinforced and consistent, and student handbook.d. Students assigned to weekly homeroom teacher.e. Improve law enforcement support for schools discipline issues (school resource officer in site when available).f. Extended the class day by 50 minutes by adding a 6th period.g. Reinstatement of counselor position.h. Prompt recognition by S.T.E.P. periods and trimesters on calendar.i. Timely reports to news media about student success.j. Creation of "special" awards or activities for other than academics and attendance.k. Reinforcement and modeling of current practices.l. Encourage students to complete required school hours (attendance)

Comprehensive Safe School Plan 2009-2010

PEOPLE AND PROGRAMS, Continued
Component I

Phoenix High School
School/Site

Who will take the lead?	<ul style="list-style-type: none">• Staff• Administration• Students• District administration
Completion Date	<ul style="list-style-type: none">• Ongoing
Resources Needed	<ul style="list-style-type: none">• General fund \$
How will we monitor and evaluate?	<ul style="list-style-type: none">• Staff/administration coordination of policies/programs.• Safe/orderly campus as measured by fewer suspensions/expulsions.• Incident logs and referral logs.

Comprehensive Safe School Plan 2009-2010

**ENSURING SAFE AND ORDERLY ENVIRONMENT
Component II**

Phoenix High School
School/Site

Component II: Physical Environment
Goal #1: <i>To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.</i>
Objectives: <i>To continue to improve, upgrade and evaluate the school facilities to foster a safe learning environment.</i>
1.0 Related activities: a. Continue to improve facilities as needed for growth and safety. b. Immediate action taken to remove evidence of graffiti, gang symbols, etc. c. Students are monitored upon entrance and exit of school (Phoenix High School is a closed campus). d. Dress code enforced as per student handbook. e. Adequate custodial service and site maintenance. f. Replacement of room #3.

Comprehensive Safe School Plan 2009-2010

PHYSICAL ENVIRONMENT, Continued
Component II

Phoenix High School
School/Site

Who will take the lead?	<ul style="list-style-type: none">• Staff• Administration• Students• Student body officers
Completion Date	<ul style="list-style-type: none">• Ongoing
Resources Needed	<ul style="list-style-type: none">• General fund \$• Donation \$
How will we monitor and evaluate?	<ul style="list-style-type: none">• Staff/administration coordination of policies/programs.• Quarterly "reality checks" for credit completion progress

INFORMATION

DISCUSSION

ACTION

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Interdistrict Agreements/
Residency Based on Employment

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District office

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

The board will discuss implementation of the two board policies.

RECOMMENDATION:

Discuss the policies.

9.1

Western Placer USD | 5000 | BP 5117 Students

Interdistrict Attendance

The Board of Trustees recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. The Board also recognizes the value of the educational programs and services that are available in the District. The Board of Trustees may approve interdistrict attendance agreements with other districts. An interdistrict attendance agreement between the District and other school districts shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance between districts shall be approved or denied.

In lieu of an interdistrict attendance agreement with another school districts, the Superintendent or designee may approve an interdistrict attendance request submitted by a parent or legal guardian on a case-by-case basis. The interdistrict agreement between the District and the parent or legal guardian shall stipulate the terms and conditions under which the student may attend District schools and how the agreement may be renewed or revoked. Except for agreements approved for the reason of childcare for students in grades 1-6, each agreement shall be renewed annually.

The Superintendent or designee may deny requests for interdistrict transfers due to overcrowding within districts schools, due to limited district resources, or due to an adverse impact on District operations. A denial of the request by the Superintendent or designee may be reviewed by the Board of Trustees upon written request of the parent or legal guardian.

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48315 Student attendance alternatives

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 ROP, enrollment of students, interdistrict attendance

GOVERNMENT CODE

6250-6270 Public Records Act

ATTORNEY GENERAL OPINIONS

a.i.i

84 Ops.Cal.Atty.Gen. 198 (2001)

87 Ops.Cal.Atty.Gen. 132 (2004)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

revised: March 2008

9.1.2

Western Placer USD | 5000 | AR 5117 Students

Interdistrict Attendance

The Superintendent or designee may approve interdistrict attendance agreements for the following reasons:

1. To meet the child care needs of the student when options within the district of residency is not available. If an option within the district is available, only cases of hardship may be granted.

Once a permit has been issued based on childcare needs, a student in grades K-7 may not be required to reapply for an interdistrict transfer as long as the student continues to receive a childcare in the district.

2. To meet a child's special mental or physical health needs, as certified by a physician, and school psychologist or other appropriate school personnel with approval from the sending district.

(cf. 6159 - Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance unless the student in the receiving district is attending based on an interdistrict agreement.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To allow eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.

6. To allow seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year.

7. When the parent/guardian provides written evidence, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

9. Other significant reasons documented on the application.

Interdistrict attendance agreements or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education

9.1.3

Code 46601.

(cf. 5145.6 - Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5114.1 - Suspension and Expulsion/Due Process)

Transportation

The Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available based on the student fee schedule.

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT

approved: September 4, 2007 Lincoln, California

revised: March 4, 2009

9.1.4

Western Placer USD | AR 5111.12 Students

Residency Based On Parent/Guardian Employment

District residency status may be granted to a student whose parent/guardian is employed within district boundaries. (Education Code 48204)

(cf. 5111.1 - District Residency)

(cf. 5117 - Interdistrict Attendance)

Applications for Admission

When applying for his/her child's admission to a district school based on employment, the parent/guardian shall provide proof of employment within district boundaries, such as a paycheck stub or letter from his/her employer.

The Board of Trustees may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)
3. The school facilities are overcrowded at the relevant grade level.
4. Other circumstances exist that are not arbitrary. (Education Code 48204)

The Superintendent or designee shall notify the parent/guardian in writing of the Board's decision to deny the student admission. The notice shall include specific reasons for the denial.

Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade provided by the district, if the parent/guardian so chooses and if one or both of the student's parents/guardians continue to be employed within district boundaries, subject to the restrictions specified in law related to excess costs and negative impact on desegregation plans. (Education Code 48204)

District Students Attending Other Districts Based on Parent/Guardian Employment

When a student's parents/guardians request a transfer to another district based on the parent/guardian's employment within that other district, the Board may deny the request if the percentage of district students admitted to other districts on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (More than one percent of district's ADA or 75 students, whichever is greater) A transfer may also be denied if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan. (Education Code 48204)

The student's parent/guardian shall be notified in writing of the Board's decision to deny the transfer to

9.1.5

the school district in which the parent/guardian's employer is situated. The notice shall include specific reasons for the denial.

Legal Reference:

EDUCATION CODE

48200-48204 Compulsory education law

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 198 (2001)

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT

approved: September 4, 2007 Lincoln, California

9.1.6

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Foskett Ranch Special
Education Modular Construction
Costs

AGENDA ITEM AREA:

Discussion/Information

REQUESTED BY:

Cathy Allen
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Facilities & Maintenance
Services

FINANCIAL INPUT/SOURCE:

COP's, State Matching Funds

MEETING DATE:

February 16, 2010

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is an overview of the construction costs, soft costs and anticipated state funding associated with the placement of the 60x40 modular special education classroom building at Foskett Ranch.

9.2

**FOSKETT RANCH ELEMENTARY SCHOOL
SPECIAL EDUCATION MODULAR ADDITIONS
COST ANALYSIS**

Original Construction Contract	\$471,879.00
Change Order #1 (3.75%)	\$17,683.00
Total Construction	\$489,562.00
Building Cost	\$255,820.00
Other Hard Costs	\$33,943.31
Total Hard Construction Costs	\$779,325.31
Total Soft Construction Costs (12.46%)	\$97,106.98
<u>Total Construction</u>	\$876,432.29
Anticipated State Funding	\$426,906.91
Anticipated Local Funding	\$449,525.38

9.2.1