

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
 Paul Long - Vice President
 Kris Wyatt - Clerk
 Brian Haley - Member
 Damian Armitage - Member

DISTRICT ADMINISTRATION

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

STUDENT ENROLLMENT

<u>School</u>	<u>2009 CBEDS</u>	<u>12/01/10</u>	<u>01/03/11</u>
Sheridan School (K-5)	88	86	86
First Street School (K-5)	411	452	451
Carlin C. Coppin Elementary (K-5)	446	412	405
Creekside Oaks Elementary (K-5)	624	625	623
Twelve Bridges Elementary (K-5)	708	714	720
Foskett Ranch Elementary (K-5)	542	544	543
Lincoln Crossing Elementary (K-5)	608	614	613
Glen Edwards Middle (6-8)	632	688	686
Twelve Bridges Middle School (6-8)	837	816	811
Lincoln High School (9-12)	1,471	1,474	1,467
Phoenix High School (10-12)	80	76	79
PCOE Home School	0	0	0
TOTAL:	6,447	6,501	6,484

Preschool/Head Start

First & J Street 24
 Carlin Coppin 23 - A.M. /20 - P.M.
 Sheridan 20

Pre-K/Special Ed

Foskett 14
 FSS PPPIP 37
 Carlin Coppin 8

Adult Education 223

First-5 Program

First Street 20-A.M. / 17-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 1, 2011, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA 95648

AGENDA

2010-2011 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.

6:25 P.M. START

1. **CALL TO ORDER** – Lincoln High School Performing Arts Theater

6:30 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room
 - 2.1 **PERSONNEL**
Public Employee Discipline/Dismissal/Release
 - 2.2 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**—Lincoln High Theater
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
 - 3.1 **PERSONNEL**
Public Employee Discipline/Dismissal/Release
 - 3.2 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services

4. **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.

Agenda

- 4.1 Approval of Meeting Minutes for:
 - January 4, 2011 Regular Board of Trustee Meeting
 - January 18, 2011 Regular Board of Trustee Meeting
- 4.2 Approval of Warrants.
- 4.3 Classified Personnel Report
- 4.4 Certificated Personnel Report
- 4.5 Approve Consolidated Application (Con-App) Part II.
- 4.6 Approval of Low Bidder for Cellular Services for the District.
- 4.7 Approve Student Discipline/Stipulated Expulsion Re-Entry for Student #09-10 N.
- 4.8 Approve LEA Title I Part A Waiver.

Roll call vote:

5. 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.

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente
- 6.2 Western Placer Teacher's Association – Mike Agrippino
- 6.3 Western Placer Classified Employee Association – Mike Kimbrough
- 6.4 Superintendent - Scott Leaman
- 6.5 Deputy Superintendent of Educational Services – Mary Boyle
 - Kindergarten Registration

7. ♦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.

7.1 Action APPROVAL OF LOW BIDDER FOR E-RATE WIRING UPGRADE PROJECTS AT CREEKSIDE OAKS ELEMENTARY AND GLEN EDWARDS MIDDLE SCHOOLS – Lyon (10-11 G & O Component I, IV, V)

- The District is requesting from e-Rate new networking equipment and wiring upgrades for Creekside Oaks Elementary and Glen Edwards Middle Schools. This upgrade will increase the security, speed and reliability of the network. All projects were posted for public bidding.

7.2 Action ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (10-11 G & O Component I, IV, V)

- The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- AR/BP 4112.2 Certification
- AR 4117.7 Employment Status Reports
- BP/AR 4118 Suspension/Disciplinary Action

February 1, 2011

Agenda

- 7.3 Action** **COMPREHENSIVE SAFE SCHOOL PLANS** – Boyle (10-11 G & O Component I, II, III, IV, V)
• California Education Code Sections 32280 – 32288 requires all schools to have a comprehensive Safe School Plan which is updated annually through the School Based Leadership Team (Site Council). The Comprehensive Safe School Plan consists of ten sections, including a section for “A safe and orderly environment conducive to learning” which is also known as the Safe School Plan. The Safe School Plan includes goals for School Climate and for the Physical Environment.
- 7.4 Discussion/** **APPROVAL OF CHANGE ORDER NO. 11 FOR TWELVE**
Action **BRIDGES MIDDLE SCHOOL** – Allen (10-11 G & O Component IV, V)
• In the process of gathering data for the City of Lincoln it was determined that Change Order No. 11 was never approved by the Board. Change Order No. 11 represents a \$16,505 increase in the Construction Contract with NTD Edge Development. All items in the Change Order were requested by the City of Lincoln which has been invoiced.
- 7.5 Discussion/** **APPROVAL OF CHANGE ORDER NOS. 13 AND 14 FOR**
Action **TWELVE BRIDGES HIGH SCHOOL** – Allen (10-11 G & O Component IV, V)
• In the process of gathering data for the City of Lincoln it was determined that Change Order Nos. 13 and 14 were never approved by the Board. Change Order No. 13 represents a \$63,562 increase in the Construction Contract with Edge Development for Storm Water Pollution Prevention Plan (SWPPP) continuation and is shared as follows: WPUSD \$39,345, Sierra College \$18,814 and COL \$5,403. Change Order No. 14 represents an increase of \$1,077.21 which includes a credit for some SWPPP continuation and a net cost for a slurry seal coat on Colonnade and adjacent areas. The breakdown per agency is as follows: WPUSD \$2,300, Sierra College \$106 and a credit to the COL in the amount of [\$1,328].
- 7.6 Information/** **2011-12 STATE BUDGET GOVERNOR’S PROPOSALS** – Lopes (10-
Discussion/ *11 G & O Component I, II, III, IV, V)*
Action • The Governor’s January Budget focuses on closing the \$25 billion Budget gap and, at the same time, sparing K-12 education funding from further Budget cuts. Newly elected Governor Jerry Brown has acknowledged that school funding has been ‘disproportionately’ reduced since 2008. The proposed spending plan hinges on a continuation of the temporary sales tax and vehicle license fees. The Governor proposes calling a special election in June 2011. If the voters approve the tax and fee continuation, K-12 education funding will be largely spared from further cuts in 11-12. If the ballot measure is defeated, K-12 could face as much as \$2.3 billion in reductions in 11-12.

8. BOARD OF TRUSTEES

8.1 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

Agenda

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
- Lincoln Crossing Elementary South/Facilities Update

8.2 BOARD MEMBER REPORTS/COMMENTS

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- February 15, 2011 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

10. 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

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

Western Placer Unified School District CLOSED SESSION AGENDA

Place: Lincoln High School – Main Office Conference Room

Date: Tuesday, February 1, 2011

Time: 6:30 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:

Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Public Employee Discipline/Dismissal/Release.

RECOMMENDATION:

Disclose any action taken.

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

SUBJECT:

Bargaining Groups:
 WPTA & CSEA Negotiations
Agency Negotiators:
 Scott Leaman, Superintendent
 Mary Boyle, Deputy Superintendent
 Ryan Davis, Director of Human Services

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Ryan Davis
Director of Human Services

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

CONSENT

AGENDA

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

SUBJECT:

Approval of Minutes:

- January 4, 2011 – Regular Meeting
- January 18, 2011 – Regular Meeting

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 18, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:

- January 4, 2011 Regular Meeting
- January 18, 2011 Regular Meeting

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve minutes.

Western Placer Unified School District
Regular Meeting of the Board of Trustees

January 4, 2011, 7:00 P.M.

LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA 95648

MINUTES

2010-2011 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.

MEMBERS PRESENT:

Paul Carras, President
Brian Haley, Vice President
Kris Wyatt, Clerk
Paul Long, Member
Damian Armitage, Member

OTHERS PRESENT:

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Ryan Davis, Director of Personnel Services
Joyce Lopes, Assistant Superintendent of Business
Cathy Allen, Assistant Superintendent of Facilities & Maintenance Services
Bob Lyons, Director of Technology
Rosemary Knutson, Secretary to the Superintendent
Stephanie Dumm, Lincoln News Messenger

6:10 P.M. START

1. **CALL TO ORDER** – Lincoln High School Performing Arts Theater

6:15 P.M.

2. **CLOSED SESSION** – Lincoln High School - Office Conference Room
 - 2.1 **PERSONNEL**
Public Employee Discipline/Dismissal/Release - CL 10/11.3
 - 2.2 **INTERDISTRICT ATTENDANCE APPEAL**
Interdistrict Request Appeal 10/11-44
 - 2.3 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 C

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**—Lincoln High Theater
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1.1

January 4, 2011

Minutes

3.1 PERSONNEL

Public Employee Discipline/Dismissal/Release - CL 10/11.3

Motion by Mrs. Wyatt, seconded by Mr. Long, and passed by a 5-0 vote to approve the settlement agreement and general release agreement for one classified employee. Roll call: Haley, Armitage, Long, Wyatt, Carras

3.2 INTERDISTRICT ATTENDANCE APPEAL

Interdistrict Request Appeal 10/11-44

Motion by Mr. Long, seconded by Mrs. Wyatt, and passed by a 5-0 vote to deny the transfer appeal.

3.3 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918

Student Discipline/Expulsion Pursuant to E.C. 48918

Student Expulsion # 10-11 C

Motion by Mrs. Wyatt, seconded by Mr. Armitage, and passed by a 5-0 vote to uphold panel recommendation to expel student.

4. CONSENT AGENDA

4.1 Approval of Meeting Minutes for:

- December 7, 2010 Reorganizational Board Meeting
- December 21, 2010 Regular Board of Trustee Meeting

4.2 Approval of Warrants.

4.3 Approve Certificated Personnel Report.

Motion by Mr. Haley, seconded by Mrs. Wyatt, and passed by a 5-0 vote to approve consent agenda as presented. Roll call by: Armitage, Long, Wyatt, Haley, Carras

5. COMMUNICATION FROM THE PUBLIC

Bob Lyons, Technology Director reported on the Technology Expo that will be held Tuesday, January 25th at Lincoln High School from 6 to 7:30 p.m. The poster was designed by a student at Twelve Bridges Middle School. Mr. Lyons invited all to attend.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente

- Robotics class will be presenting at the Technology Expo .
- Robotics qualified in a recent competition.
- Looking at Physics agreement to get credits for college,
- Job Expo will be held on May 20th at Lincoln High
- Choir is doing fundraiser to present at Carnegie
- Wrestling is currently in season.
- Basketball has started up

6.2 Western Placer Teacher's Association – Mike Agrippino had no report

6.3 Western Placer Classified Employee Association – Mike Kimbrough had no report

4.1.2

January 4, 2011

Minutes

- 6.4 Superintendent - Scott Leaman reported:
 - Lincoln high school bells and intercom are temporarily out, working on getting replacement parts for the system.
 - Mrs. Boyle is working on graduation rates that were misreported.
 - Presented a developer fee schedule for the month of December.
 - First budget committee meeting will be held Thursday, January 13th.
 - Governor's budget soon to be released

7. **PUBLIC HEARING**

Education Codes 35256 and 35258 require California School Districts and School Sites to complete the reporting requirements of the School Accountability Report Card (SARC) by February 1 annually. The SARC's present parents and community members with complete and up-to-date information on each school's performance and includes information on facilities, curriculum, student achievement, demographics, special programs, school safety, teacher credentials, compliance with Highly Qualified Teacher requirements, and other required data. In the past, the State has provided a template for reporting, with much of the data pre-populated, leaving the District and sites to complete the narrative and some of the data reporting requirements. Due to State budget and staffing reductions this year, the California Department of Education (CDE) has just informed the State Board of Education (SBE) that while the template will be available, the pre-populating of the data will not be done, greatly increasing the work of sites and district offices. With the pending holidays and the short timeline, CDE is offering a General Waiver Request to all districts for a 60-day extension of the February 1 timeline to April 1, to allow more time to complete these requirements.

The public hearing was open for comments. There being no comment from the public, the hearing was closed.

8. **◆ ACTION ◆ DISCUSSION ◆ INFORMATION**

8.1 Action **ADOPTION OF RESOLUTION #10/11. 8 APPROVING THE GENERAL WAIVER REQUEST FOR 60-DAY EXTENSION OF SARC REPORTING DEADLINE** – Boyle (10-11 G & O Component I, II, III, IV, V)

- Education Codes 35256 and 35258 require California School Districts and School Sites to complete the reporting requirements of the School Accountability Report Card (SARC) by February 1 annually.

Motion by Mr. Armitage, seconded by Mr. Haley, and passed by a 5-0 roll call vote to approve Resolution 10/11.8 approving the general waiver request. Roll call vote: Long, Wyatt, Haley, Armitage, Carras

8.2 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS** – Leaman (10-11 G & O Component I, II, III, IV, V)

- The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- AR 0520.3 Title I Program Improvement Districts

Motion by Mr. Long, seconded by Mr. Haley, and passed by 5-0 vote to approve revised policy AR 0520.3.

4.1.3

8.3 Discussion DISTRICT OPERATION OF STATE PRESCHOOL PROGRAMS

FOR 2011/12 – Boyle (10-11 G & O Component I, II, III, IV, V)

• As stated in the December 7, 2010 Consent Agenda item re State Preschool Contract for 2010 – 2011, WPUSD has subcontracted the operation of our State Preschool Program to the Placer Community Action Council (PCAC) KidZKount program for a number of years. The State fully funds this program and PCAC has operated the program for the district, with our annual State Preschool Grant funds flowing through the district (less minimal indirect costs) to PCAC. Over the past four years, our district has become more involved in preschool education, primarily because of special education requirements. With the expansion of our special education preschool services and the necessity for inclusion of students with typical peers, increased State expectations for Kindergarten readiness, the necessity for collaboration between Kindergarten and preschool programs, and the pending changes in kindergarten enrollment eligibility dates, coordinating preschool programs is becoming a greater District responsibility and lends merit to the District operating the program directly. We would like to engage the Board in discussion regarding the merits of operating the State Preschool Program directly through the District beginning in 2011/2012, with no increased costs to the district.

Mary Boyle gave a presentation on the Pre-kindergarten Programs. She reported on the different preschools and locations within our district, she reviewed preschools by site, along with a historical timeline. She reported on current pre-school program challenges, and solutions that are under discussion. No action was taken, this was discussion only. The Board of Trustees asked the following questions:

Mr. Haley – will headstart go away? Mary reported no.

Mr. Long – will TBE students be allowed to attend headstart? And are there income restrictions? Mary reported there are no attendance boundaries.

Mr. Armitage – are we making it known that all children are allowed to attend. Mary reported information will be put out.

Mr. Haley – would we continue with the STAR Program? Yes
Mary Boyle would bring back more information, along with job descriptions for staffing the program.

8.4 Information HORIZON CHARTER SCHOOL ANNUAL AUDIT REPORT –

Lopes (10-11 G & O Component I, II, III, IV, V)

• Western Placer Unified School District, as the sponsoring authority for Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual audit report is provided for your review. Gilbert Associates, Inc., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2010 and 2009.

Joyce Lopes reported the district has scheduled a meeting to review their audit report.

8.5 Information PRESENTATION OF THE ACTUARIAL STUDY OF THE DISTRICT'S RETIREE HEALTH BENEFITS – Lopes (10-11 G & O Component I, II, III, IV, V)

4.1.4

- In order to comply with Governmental Accounting Standards Board (GASB) Statement 45 the district must recognize its liability for the projected cost of future retiree health benefits. GASB 45 is the implementation of financial rule to account for the current and future costs of retiree health benefit obligations. The Governmental Accounting Standards Board (GASB) issued its new accounting standards for U.S. local public agencies in 2004, as a result of a growing concern that public agencies, like corporate entities in the 1990s, were not recognizing in their annual financial statements the total cost of promised post-employment health benefits for retired employees and thus not assessing the potential impact of these growing liabilities on future cash flow. GASB 45 requires public agencies to conduct regular actuarial studies to determine the actuarial accrued liability for retiree health benefits, to determine the annual cost to the district to fund this liability and to report the progress made in funding the liability.

Joyce Lopes reported on the GASB 45, last update was done in 2008, and now again in 2010. The initial account was set up with the money received through Horizon Charter State backfill monies.

8.6 Discussion RECEIPT OF THE 2009-10 AUDITED FINANCIAL STATEMENTS

- Lopes (10-11 G & O Component I, II, III, IV, V)

- The 2009-10 Unaudited Actuals were presented to the Board of Trustees in September. The firm of Perry-Smith & Co. has performed the required independent annual audit and submitted our audit report to the State Controller's Office by December 15 as required by law. The auditors will be present at the Board meeting to present highlights of the Audited Financial Statements.

Jennifer Hill from Perry Smith reviewed the audit report and its findings.

8.7 Information ROCKWELL RANCH – Leaman (10-11 G & O Component I, II, III, IV, V)

- Discussion**
- The district was approached by Caltrans to acquire a 500 acre parcel of land north of the Lincoln High School Farm known as the Rockwell Ranch. The ranch is fully mitigated and will have an endowment assigned to the property from Caltrans. At a meeting with LHSF teachers, it was established that ownership of the property had to meet educational, financial, and liability criteria to move forward.

Mr. Leaman reported the district has started meeting with Cal-Trans to discuss the Rockwell property. Teachers are preparing for grazing, and making sure the property meets the three criteria's; Educational, Financial, and Liability of our students. The discussions are more on the endowment of the property, the request of 1.8 million dollars. The district will be working with Wildlife Heritage.

8.8 Discussion LINCOLN HIGH SCHOOL FARM DEED RESTRICTION –

Leaman (10-11 G & O Component I, II, III, IV, V)

- Discussion of the implementation of resolution #09/10.24 (attached) are ongoing with the Farm Foundation. A variety of options has been gathered and will be discussed.

4.1.5

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Mr. Leaman reviewed recommendation on the resolution. Mr. Long feels the board needs to restrict the property. There is a total of 120 acres, with 60 being used to build a high school. Mr. Leaman will discuss the wording with the Farm Foundation.

9. BOARD OF TRUSTEES

9.1 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
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Armitage reported his kids are excited to be back at school.

Mrs. Wyatt excited about the Technology Expo happening in January

Mr. Long talked to all the associations and groups present, about the budget committee is forming and there are tough decisions that need to be made, asked all the stakeholders that remember we're all a family. There are stumbling blocks and stepping stones, encourage everyone to remember the children.

Mr. Haley had no report

Mr. Carras had no report

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- January 18, 2011 7:00 P.M., Regular Meeting of the Board of Trustee – Glen Edwards Middle School – Multi-Purpose Room

11. ADJOURNMENT

Motion by Mrs. Wyatt seconded by Mr. Haley there being here being no further business the meeting was adjourned at 8:50

Paul Carras, Board President

Kris Wyatt, Clerk

4.1.6

**Regular Meeting of the Board of Trustees
January 4, 2011
Minutes**

7

Scott Leaman, Superintendent

**Rosemary Knutson, Secretary to the
Superintendent**

Adopted:

Ayes:

Noes:

Absent:

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

4.1.7

Western Placer Unified School District
Regular Meeting of the Board of Trustees

January 18, 2011, 7:00 P.M.

GLEN EDWARDS MIDDLE SCHOOL – MULTI-PURPOSE ROOM
204 L Street, Lincoln, CA 95648

MINUTES

2010-2011 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.

MEMBERS PRESENT:

Paul Carras, President
Brian Haley, Vice President
Kris Wyatt, Clerk
Paul Long, Member
Damian Armitage, Member

OTHERS PRESENT:

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Ryan Davis, Director of Personnel Services
Cathy Allen, Assistant Superintendent of Facilities & Maintenance Services
Rosemary Knutson, Secretary to the Superintendent
Stephanie Dumm, Lincoln News Messenger

6:40 P.M. START

1. **CALL TO ORDER** – Glen Edwards Middle School - Multi-Purpose Room

6:45 P.M.

2. **CLOSED SESSION** – Glen Edwards Middle School - Library

- 2.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Glen Edwards Middle School - Multi-Purpose Room

- 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services

No information to report.

4.18

January 18, 2011

Minutes

4. SPECIAL ORDER OF BUSINESS

Featuring School: Glen Edwards Middle School

Mr. Leaman introduced Glen Edwards Principal, Mr. Doherty.

- Mr. Doherty welcomed the Board of Trustees, Administration, and thanked the APPT'S parents for providing refreshments for the evening. He also thanked all staff along with all who were present.
- Report from site council: Virginia Cosh (Odyssey of the Mind) Virginia explained Odyssey of the Mind program, which has 7 six graders, and will be competing February 7th. Tyler Weldon presented the Board of Trustees with some questions.
 - Parent, Darrel Haskins reported on the great things happening at GEMS. Mr. Haskins who is the current president, talked about his involvement with the APPTS program, along with listing some of the items; honors lunch, reorganizations, help with school dances, after school store with snacks, and fundraisers for supplemental income. These are just a few things that APPT'S is responsible for.

Mr. Doherty recognized 8th grade Boys Basketball Team for winning the Championship. The last time the boys won the championship was 2001. Each player was introduced by name.

Daniela Thompson reported on "Better to Best". Currently the program has 19 6th graders. The program has the elements of AVID, it covers academic language; note taking; management; critical thinking; college atmosphere; field trips and much more involved. The program is a partnership with PCOE, and Monica Mars is the teacher, her support teachers are Mr. Agrippino, and Mrs. Menge. Three "Better to Best" students Alyssa Hoskins; Cortez Calderon; Fernando Hernandez were recognized and presented certificates for their achievements.

Mr. Doherty closed the presentation with thanking all those who were present.

5. CONSENT AGENDA

- 5.1 Classified Personnel Report
- 5.2 Certificated Personnel Report
- 5.3 Approve Mandated Costs Service Agreement and Addendum for Site Service between School Innovations & Advocacy and WPUSD.
- 5.4 Report of Disclosure Requirements for Quarterly Reports of Investments.

Mike Agrippino asked questions regarding 5.3 on Mandated Costs.

- Do we need to hire anyone?
- Have we looked into other companies?
- Is it worth hiring this company?

Due to Joyce Lopes absence Mr. Leaman felt it would be okay to pull this item until questions are answered.

Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 5-0 vote to approve consent agenda with the exceptions of 5.3, which will be brought back at the next board meeting. Roll call vote: Haley, Armitage, Wyatt, Long, Carras

6. COMMUNICATION FROM THE PUBLIC

Jill Loya with Lincoln Libraries reported the following:

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- The past few months have been busy at both Lincoln Libraries. Six groups have been hosted in the past 6 weeks.
- The Carnegie Story time which is on Wednesday mornings has been averaging 29 children and their caregivers. It is wonderful to have move furniture to accommodate the little ones for story time in our historic Carnegie Library. This is a more traditional story time with songs, stories, finger plays & movement.
- Our Mother Goose early literacy program on Thursdays at 12 Bridges has been filled to capacity. We can have 100 individuals – children & caregivers per session & hand out tickets to the 1st 100 participants. Handing out tickets has made the waiting part more fun and enjoyable for everyone – children are able to pick out books or color while they wait, rather than wait in a line.
- On February 23rd from 6-7 p.m. the Greentree Ballet will be doing a special program of their upcoming “Alice in Wonderland” performance for our Family Story time. There will also be two additional programs on Thursday February 24th at our 10:30 a.m. & 11:30 a.m. sessions of Mother Goose on the Loose program. The ballet features many children and teens from our local schools & is always a huge hit with the children and their parents. This is a fun opportunity to introduce children to the arts in our community. The Mother Goose early literacy program continues to be a favorite in our community!
- Summer Reading 2011 planning has started – I have sent out letters requesting donations from area businesses and corporate sponsors, all of whom have been very generous to our library and supporting reading/literacy in our community. I have ordered materials – reading logs, book marks, which are beautifully illustrated = One World, Many Stories is our theme for 2011.
- I was asked to be a presenter at the 6th annual Northern California Children’s Librarian Conference Tuesday February 15th, 2011 @ the Placerville Library.
- The library purchased a new disc cleaner to repair scratched DVD’s, music CD’S & books on CD – the company offered a \$300 discount and it saves the library a substantial amount to repair rather than replace these items.
- Our Homework Center started up again after the Winter Break and we have new volunteers from the SCHOOLS program who heard about our program from students at the schools they volunteer at.
- The 12 Bridges Library will be hosting **Read Across America** on Saturday March 5th from 1–3 p.m. This annual event celebrates the birth of Theodore Geissel – Dr. Seuss. Members of our community – firefighters, policemen, teachers, community members and the leadership class of Glen Edwards Middle School will be reading and also helping children with fun crafts and activities in our Homework Center.
- Past month the library has been busy, Carnegie storie time is currently getting 29 kids.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente reported the following:

- Technology Expo will be held January 25th at LHS
- The Wrestling team took 2nd place at the Mark Fuller Tournament this past weekend.
- Girls Softball starts in two weeks.

4,1,10

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- Scholarships started the end of this month
 - Reminded all to recycle.
- 7.2 Western Placer Teacher's Association – Mike Agrippino reported: Shared something he's had on his mind for a couple of weeks. He's thought of those who service the community, which include teachers who put in extra time, use their own resources, serve on committees, and is mindful of all the work others do as well. He shared that WPTA stands ready to do their part during these challenging times.
- 7.3 Western Placer Classified Employee Association – Mike Kimbrough had no report.
- 7.4 Superintendent - Scott Leaman reported the following:
- Scott shared information on the Technology Expo
 - Shared the loss of a district employee, Leroy Walker worked at Lincoln Crossing.
 - Attended the budget workshop at the State Department on Friday, January 17th, it was very helpful and informative. There was some news that was positive.
 - The district had their first local budget committee meeting, and there is currently a list being assembled.
- 7.5 Assistant Superintendent of Facilities and Maintenance, Cathy Allen reported on:
- GEMS Fire/insurance work, she gave an update on the fire that happened 3 months ago, and is currently working with two insurance companies along with Grath Architects, close to getting a final inventory list ready. Moving forward, our hope is to rebuild with the insurance and not have to go to the State for hardship.
 - CASH 2010 summary of the organization's work – Presented CASH organization booklet for those interested to review.

8. ♦ ACTION ♦ DISCUSSION ♦ INFORMATION

8.1 Action **APPROVAL OF AMENDED ADMINISTRATIVE REGULATION AR/EXHIBIT 1330 "USE OF SCHOOL FACILITIES" – Lopes (10-11 G & O Component IV, V)**

- An amended copy of Administrative Regulation 1330, "Use of School Facilities" is attached for the Board's approval. Changes include an update of fees based on actual costs, a new Application and "Agreement for Use of Facilities", and new "Conditions for Use of Facilities" document. In order to acknowledge the time and effort spent by school sites on use of facilities by outside parties, the schools will now receive 15% of all revenues received from facility use fees at their sites.

Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 vote to approve Administrative Regulation 1330 and Exhibit 1330, Use of School Facilities.

4.1.11

8.2 Action **APPROVE RESOLUTION 10/11.9 DECLARING AN EMERGENCY FOR THE ENVIRONMENTAL CLEANUP WORK AT GLEN EDWARDS MIDDLE SCHOOL DUE TO THE OCTOBER 10, 2010 FIRE** – Allen (*10-11 G & O Component I, II, IV, V*)

• The fire at Glen Edwards Middle School required immediate action to undertake environmental cleanup in order to allow school to operate the following day and continue to operate in a safe manner. JM Environmental was contacted to perform the work and has worked diligently to keep the site safe. The labor for this work exceeds the Public Contract Code limit of \$15,000. The estimate is approximately \$168,000. Public Contract Code Section 20113 allows for a governing board to authorize a contract for the performance of the labor without advertising for or inviting bids. A unanimous vote is required and also the approval of the County Superintendent of Schools.

Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 roll call vote to approve Resolution 10/11.9 declaring an emergency for the Environmental cleanup at Glen Edwards Middle School. Roll call vote: Armitage, Wyatt, Long, Haley, Carras

8.3 Information/ **ADMINISTRATIVE REGULATION 5117 (INTERDISTRICT AGREEMENTS)** – Leaman (*10-11 G & O Component I, IV, V*)

• Education Code 46600 (attached) was recently changed adding a requirement for the interdistrict application to include “standards for reapplication.” If there is no standard stated on the application, the approved interdistrict agreement would stay in effect until the student leaves the school. Our application now includes the standard that each applicant applies annually.

Education Code also allows the Board to designate an individual to make interdistrict decisions and not hold appeals at the local level. If Western Placer implemented our policy in this manner the Superintendent would take action on interdistricts, and if denied, the applicant would be allowed to appeal directly to the County Board of Education. There were over forty local interdistrict appeal hearings for the current school year. District administration is not advocating this method of implementation, but desires Board feedback on using this option or maintaining our current procedures.

Mr. Leaman reported on Regulation 5117 and reported that the county office is currently looking at changing their handbook. Approved under employment students are allowed to attend through 12th grade. The county cannot hear appeals on employment, the change is in effect as of January 1, 2011. Some districts do not have a secondary approval before boards. Placer County will be having a workshop to discuss transfer appeal on February 18th. This is an information only item, no action was taken.

9. BOARD OF TRUSTEES

9.1 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

4.1.12

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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
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley no report

Mr. Armitage no report

Mrs. Wyatt commended GEMS for all that they have done, tremendous job.

Mr. Long shared GEMS is a fantastic school, with dedicated teachers.

Mr. Carras had no report

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - February 1, 2011 7:00 P.M., Regular Board of Trustees Meeting – Lincoln High School, Performing Arts Theater
 - February 15, 2011 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School, Performing Arts Theater

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8:39.

Paul Carras, Board President

Kris Wyatt, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

4.1.13

**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:

Approval of Warrants

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Joyce Lopes
Superintendent of Business Service

ENCLOSURES:

Warrants may be found at
www.wpusd.k12.ca.us

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 18, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the January 4, 2011 board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve warrants as submitted.

Checks Dated 01/21/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85167041	01/21/2011	CROWN DISTRIBUTING INC.	13-4710		504.23
85167042	01/21/2011	"DANIELSEN COMPANY, THE"	13-4380	511.40	
			13-4710	4,394.96	
			Unpaid Sales Tax	13.82-	4,899.45
85167043	01/21/2011	ED JONES FOOD SERVICE	13-4710		5,341.14
85167044	01/21/2011	MISSION UNIFORM SERVICE INC	13-5800		235.13
85167045	01/21/2011	PIZZA GUYS	13-4710		814.32
85167046	01/21/2011	PROPACIFIC FRESH	13-4710		238.50
85167047	01/21/2011	SARA LEE	13-4710		1,038.47
85167048	01/21/2011	SYSCO SACRAMENTO	13-4380		
			13-4710		1,727.10
			13-4710		1,119.42
85167049	01/21/2011	VENDMART OF SACRAMENTO	01-4300		14.45
85167050	01/21/2011	Nancy L. Currey	01-4300		44.30
85167051	01/21/2011	Georgetta M. Dolinsek	01-4300		51.79
85167052	01/21/2011	Laura D. Sliepen	01-4300		360.46
85167053	01/21/2011	APPROVED SAFE & LOCK	01-4300		215.00
85167054	01/21/2011	BUREAU OF EDUCATION & RESEARCH	01-5200		159.49
85167055	01/21/2011	CALTRONICS BUSINESS SYSTEMS	01-5600		25.71
85167056	01/21/2011	DELL	01-4300		995.00
85167057	01/21/2011	DISCOVERY EDUCATION	01-4300		580.00
85167058	01/21/2011	DISCOVERY MUSEUM SCIENCE CTR	01-5800		2,380.00
85167059	01/21/2011	FARMER'S GRAIN	01-4300		406.96
85167060	01/21/2011	FARONICS	01-4300		
85167061	01/21/2011	GOPHER SPORT	01-4400	1,586.29	
			Unpaid Sales Tax	163.01-	1,423.28
85167062	01/21/2011	LINGUI SYSTEMS INC	01-4300	367.94	
			Unpaid Sales Tax	28.04-	339.90
85167063	01/21/2011	LITERACY EMPOWERMENT FOUND	01-4300	441.66	
			Unpaid Sales Tax	33.66-	408.00
85167064	01/21/2011	NASCO MODESTO	01-4300		50.66
85167065	01/21/2011	NORTHERN ENERGY	01-4300		122.28
85167066	01/21/2011	OFFICE DEPOT	01-4300		240.55
85167067	01/21/2011	PERMA-BOUND	01-4200		31.46
85167068	01/21/2011	POSTMASTER / CCC	01-4300		176.00
85167069	01/21/2011	PURCHASE POWER	01-4300		1,162.57
85167070	01/21/2011	RAY MORGAN CO. / CHICO	01-4300		307.28
85167071	01/21/2011	REALLY GOOD STUFF	01-4300	77.96	
			Unpaid Sales Tax	5.10-	72.86
85167072	01/21/2011	SCHOOLMASTERS SAFETY	01-4300	77.03	
			Unpaid Sales Tax	5.11-	71.92
85167073	01/21/2011	SCIENCE KIT & BOREAL LABS	01-4300		49.06
85167074	01/21/2011	STAPLES ADVANTAGE	01-4300		230.99
85167075	01/21/2011	Tammy J. Forrest	01-5200		475.07
85167076	01/21/2011	APPROVED SAFE & LOCK	01-5600		29.58
85167077	01/21/2011	BANK OF AMERICA	49-5800		295.00
85167078	01/21/2011	CA DEPARTMENT OF EDUCATION	12-7439		13,000.00
85167079	01/21/2011	CITY OF LINCOLN / PG&E REIMB	01-5510		3,784.84
85167080	01/21/2011	CROSS COUNTRY EDUCATION	01-5200		398.00
85167081	01/21/2011	DELTA EDUCATION INC	01-4100		173.97
85167082	01/21/2011	DIVERSE NETWORK ASSOCIATES	01-5800		740.00
85167083	01/21/2011	FISHMAN SUPPLY COMPANY	01-4300		5,628.44
85167084	01/21/2011	GARY DOUPNIK MANUFACTURING INC	01-4300		346.40
85167085	01/21/2011	GOLD COUNTRY CLASSIFIED INC.	01-5800		70.29
85167086	01/21/2011	GRAINGER .	01-4300		99.32
85167087	01/21/2011	HOUGHTON MIFFLIN COMPANY	01-4100		8,453.41

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

4,21

Checks Dated 01/21/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85167088	01/21/2011	INTEGRATED FIRE SYSTEMS INC	01-4300		750.68
			01-5600		129.64
85167089	01/21/2011	J & J SCREEN & GLASS	01-5600		966.04
85167090	01/21/2011	LAKESHORE LEARNING MATERIALS	01-4300		76.80
85167091	01/21/2011	LD PRODUCTS	01-4300		768.20
85167092	01/21/2011	LEADER SERVICES	01-5800		997.50
85167093	01/21/2011	LOY MATTISON DBA LOY MATTISON	01-5800		
		ENTERPRISES			707.81
85167094	01/21/2011	PEARSON ASSESSMENTS TESTING	01-4300		
		CUSTOMER SERVICE			61,827.50
85167095	01/21/2011	PLACER COMMUNITY ACTION	12-5800		798.89
85167096	01/21/2011	RAY MORGAN CO. / CHICO	01-4300		
85167097	01/21/2011	RAY MORGAN/US BANK EQUIPMENT	01-5600		
		FINANCE SERVICES			509.45
			01-7438		155.90
85167098	01/21/2011	RAY MORGAN CO. EQUIPMENT PURCHASES	01-5600		733.50
85167099	01/21/2011	RIVERSIDE PUBLISHING COMPANY	01-4300		
		HOUGHTON MIFFLIN HARCOURT			252.38
85167100	01/21/2011	SAC VAL JANITORIAL SALES	01-4300		133.75
85167101	01/21/2011	SCHOOL FACILITY CONSULTANTS	21-5800		2,462.97
85167102	01/21/2011	SCHOOL SPECIALTY INC	01-4300		211.48
85167103	01/21/2011	SIERRA OFFICE SUPPLIES &	01-4300		819.38
85167104	01/21/2011	SIERRA PEDIATRIC THERAPY	01-5800		791.17
85167105	01/21/2011	SIG SCHOOLS INSURANCE GROUP	01-3701		166.56
85167106	01/21/2011	WESTERN PLACER WASTE	01-5540		
Total				66	132,591.65

Fund Summary			
Fund	Description	Check Count	Expensed Amount
01	General Fund	53	41,652.56
12	Child Development Fund	2	74,827.50
13	Cafeteria Fund	9	15,924.67
21	Building Fund #1	1	133.75
49	Mello Roos Capital Projects	1	295.00
	Total	66	132,833.48
	Less Unpaid Sales Tax Liability		241.83-
	Net (Check Amount)		132,591.65

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

4.2.2

Checks Dated 01/14/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85165654	01/14/2011	CROWN DISTRIBUTING INC.	13-4710		692.24
85165655	01/14/2011	ED JONES FOOD SERVICE	13-4710		5,679.40
85165656	01/14/2011	ETRITIONWARE HARRIS COMPUTER SYSTEMS	13-4300		390.40
85165657	01/14/2011	PIZZA GUYS	13-4710		961.26
85165658	01/14/2011	PROPACIFIC FRESH	13-4710		89.50
85165659	01/14/2011	STATE BOARD OF EQUALIZATION	01-4300		73.83
85165660	01/14/2011	SYSCO SACRAMENTO	13-4380		248.84
85165661	01/14/2011	VENDMART OF SACRAMENTO	13-4710		1,143.68
85165662	01/14/2011	Capital Gold Region/Odyssey of the Mind a	01-5800		45.00
85165663	01/14/2011	Capital Gold Region/Odyssey of the Mind b	01-5800		45.00
85165664	01/14/2011	Taryn R. Gordon	01-4300		27.00
85165665	01/14/2011	Wendy S. Hamasaki	01-4300		47.36
85165666	01/14/2011	Mary A. Hernandez	01-4300		170.35
85165667	01/14/2011	Rene McGrath	01-4300		42.43
85165668	01/14/2011	Lisa L. Miller	01-4300		62.95
85165669	01/14/2011	Karen A. Roberts	01-4300		41.66
85165670	01/14/2011	APPLE COMPUTER INC	01-4400		831.36
85165671	01/14/2011	BULBS DIRECT	01-4300	40.71	
			Unpaid Sales Tax	2.51-	38.20
85165672	01/14/2011	BURKETT'S OFFICE	01-4300		
			21-4300		483.23
85165673	01/14/2011	CAPITAL GOLD REGION ODYSSEY OF THE MIND	01-5800		45.00
85165674	01/14/2011	CREATIVE COMPETITIONS INC.	01-5300	151.23	
			Unpaid Sales Tax	1.23-	150.00
85165675	01/14/2011	DEMCO MEDIA	01-4300		261.36
85165676	01/14/2011	FOLLETT LIBRARY RESOURCES	01-4200		
			01-4300		1,644.33
85165677	01/14/2011	GATEWAY FUND RAISING SERVICE	01-4300		800.00
85165678	01/14/2011	GREENTREE CHILDREN'S BALLET COMPANY	01-5800		270.00
85165679	01/14/2011	HOUGHTON MIFFLIN COMPANY	01-4300		1,680.36
85165680	01/14/2011	INK 4 EVER	01-4300		57.56
85165681	01/14/2011	LAKESHORE LEARNING MATERIALS	01-4300		65.00
85165682	01/14/2011	MC GRAW-HILL	01-4300		1,137.49
85165683	01/14/2011	MAGNATAG VISIBLE SYSTEMS	01-4300	701.78	
			Unpaid Sales Tax	48.59-	653.19
85165684	01/14/2011	NASCO MODESTO	01-4300		107.65
85165685	01/14/2011	OFFICE DEPOT	01-4300		628.37
85165686	01/14/2011	ORIENTAL TRADING COMPANY INC	01-4300	67.21	
			Unpaid Sales Tax	4.28-	62.93
85165687	01/14/2011	PIQE - PARENT INSTITUTE FOR QUALITY EDUCATION	01-5800		7,000.00
85165688	01/14/2011	PLACER COUNTY MUSEUMS DIVISION	01-5800		150.00
85165689	01/14/2011	PCOE	01-5200		20.00
85165690	01/14/2011	RAY MORGAN CO. / CHICO	01-4300		
			01-5800		807.57
85165691	01/14/2011	READ NATURALLY INC.	01-5200		396.00
85165692	01/14/2011	RISO PRODUCTS OF SAC INC	01-4300		442.71
85165693	01/14/2011	SCHOLASTIC BOOK CLUBS	01-4200		45.00
85165694	01/14/2011	SCHOOL SPECIALTY INC	01-4300		35.01
85165695	01/14/2011	SURVEILLANCE SYSTEM INT	01-4300		
			01-4400		4,658.75
85165696	01/14/2011	Paul J. Carras	01-5200		145.00

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Checks Dated 01/14/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85165697	01/14/2011	Kris A. Knutson	01-5200		54.00
85165698	01/14/2011	Lauren M. Quinn	01-4300		
			01-5200		85.55
85165699	01/14/2011	ACSA ASSOC OF CALIF SCHOOL	01-5200		750.00
85165700	01/14/2011	ADVANCED INTEGRATED PEST	01-5800		1,282.00
85165701	01/14/2011	AIRGAS	01-5830		46.25
85165702	01/14/2011	APPROVED SAFE & LOCK	01-5600		25.62
85165703	01/14/2011	WILLIAM F. ROSELLE DBA BILL ROSELLE COMMUNCIATIONS	01-4300		60.30
85165704	01/14/2011	BUS WEST - FRESNO	01-4365		305.96
85165705	01/14/2011	CA DEPARTMENT OF EDUCATION	01-5804		3,891.95
85165706	01/14/2011	CALTRONICS BUSINESS SYSTEMS	01-5800		219.00
85165707	01/14/2011	CITRUS HEIGHTS SAW & MOWER	01-4300		
			01-5600		142.77
85165708	01/14/2011	CRUSADER FENCE CO. INC.	01-4400		2,235.00
85165709	01/14/2011	DAYBREAK TECHNOLOGIES INC	01-4400		2,147.40
85165710	01/14/2011	DELTA EDUCATION INC	01-4100		854.42
85165711	01/14/2011	ESS ENVIRONMENTAL	01-5800		2,165.00
85165712	01/14/2011	ERIC WERVE, SR. DBA ERIC'S X PRESS	01-4300		92.99
85165713	01/14/2011	GRAINGER .	01-4300		1,210.07
85165714	01/14/2011	HANKIN SPECIALTY EQUIPMENT INC	01-5600		
			01-5800		250.00
85165715	01/14/2011	HOLT MCDUGAL LITTELL HOUGHTON MIFFLIN COMPANIES LLC	01-4100		931.17
85165716	01/14/2011	HOUGHTON MIFFLIN COMPANY	01-4100		7,209.26
85165717	01/14/2011	LAW OFFICE OF ELLIS COLEMAN	01-5810		12,767.60
85165718	01/14/2011	LINCOLN ACE HARDWARE/MAINT	01-4300		1,128.45
85165719	01/14/2011	LRP PUBLICATIONS	01-4300	46.47	
			Unpaid Sales Tax	3.12-	43.35
85165720	01/14/2011	PACIFIC GAS & ELECTRIC CO	01-5510		6,025.95
85165721	01/14/2011	PEARSON ASSESSMENTS TESTING CUSTOMER SERVICE	01-4300		707.81
85165722	01/14/2011	PJ'S MAIL & PARCEL SERVICE	01-5800		30.04
85165723	01/14/2011	QUALITY SOUND SYSTEMS	01-4300		
			01-5600		728.78
85165724	01/14/2011	RAY MORGAN CO. / CHICO	01-4300		
			01-5600		752.88
85165725	01/14/2011	SAC VAL JANITORIAL SALES	01-4300		9,334.86
85165726	01/14/2011	SCHOOL HEALTH CORPORATION	01-4300		102.28
85165727	01/14/2011	SIERRA OFFICE SUPPLIES &	01-4300		228.32
85165728	01/14/2011	SIG SCHOOLS INSURANCE GROUP	01-5400		221,831.25
85165729	01/14/2011	SPURR	01-5530		11,201.73
85165730	01/14/2011	WAVE BROADBAND	01-4300		55.95
85165731	01/14/2011	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85165732	01/14/2011	NWN CORPORATION FORMERLY WESTERN BLUE	01-4300		20.57
85165733	01/14/2011	WESTERN PSYCHOLOGICAL SERVICES	01-4300		175.04
Total				80	328,320.54

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Checks Dated 01/14/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary			
Fund	Description	Check Count	Expensed Amount
01	General Fund	73	319,006.13
13	Cafeteria Fund	7	9,205.32
21	Building Fund #1	1	168.82
	Total	80	328,380.27
	Less Unpaid Sales Tax Liability		59.73-
	Net (Check Amount)		328,320.54

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Checks Dated 01/07/11

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85163946	01/07/2011	CROWN DISTRIBUTING INC.	13-4710		577.89
85163947	01/07/2011	D & P CREAMERY	13-4710		12,259.52
85163948	01/07/2011	"DANIELSEN COMPANY, THE"	13-4380	252.53	
			13-4710	2,936.56	
			Unpaid Sales Tax	9.60-	3,184.29
85163949	01/07/2011	ED JONES FOOD SERVICE	13-4710		5,976.24
85163950	01/07/2011	PIZZA GUYS	13-4710		920.13
85163951	01/07/2011	PROPACIFIC FRESH	13-4710		330.90
85163952	01/07/2011	R & M REFRIGERATION	13-4300		356.25
85163953	01/07/2011	SARA LEE	13-4710		595.11
85163954	01/07/2011	SYSCO SACRAMENTO	13-4380		
			13-4710		1,628.44
85163955	01/07/2011	Albert Hoffer	01-5800		19.34
85163956	01/07/2011	Alberto Magana	01-5800		19.34
85163957	01/07/2011	Alex Orteza	01-5800		63.34
85163958	01/07/2011	Andrea Stidman	01-5800		19.34
85163959	01/07/2011	Andrea Tafoya	01-5800		19.34
85163960	01/07/2011	Annie Biagi	01-5800		63.34
85163961	01/07/2011	April Titus	01-5800		19.34
85163962	01/07/2011	Becky Burkholder	01-5800		13.34
85163963	01/07/2011	Becky Van Norman	01-5800		19.34
85163964	01/07/2011	Caron Russell	01-5800		63.34
85163965	01/07/2011	Cheryl Bullock	01-5800		19.34
85163966	01/07/2011	Danielle Badue	01-5800		19.34
85163967	01/07/2011	Deana Barker	01-5800		19.34
85163968	01/07/2011	Emily Greer	01-5800		19.34
85163969	01/07/2011	Gregg Law	01-5800		19.34
85163970	01/07/2011	Heather Hernandez	01-5800		19.34
85163971	01/07/2011	Jacki Meyer	01-5800		19.34
85163972	01/07/2011	Jaime Penstein	01-5800		63.34
85163973	01/07/2011	Jana Shuler	01-5800		63.34
85163974	01/07/2011	Jason Price	01-5800		31.67
85163975	01/07/2011	Jennifer Heathcock	01-5800		19.34
85163976	01/07/2011	Kathy Scott	01-5800		19.34
85163977	01/07/2011	Katie Knect	01-5800		31.67
85163978	01/07/2011	Kristina Torri	01-5800		19.34
85163979	01/07/2011	Laura Eklund	01-5800		19.34
85163980	01/07/2011	Leigh Anne Collins	01-5800		38.68
85163981	01/07/2011	Lena Moss	01-5800		19.34
85163982	01/07/2011	Leslie Reyes	01-5800		19.34
85163983	01/07/2011	Lissette Bianchi	01-5800		19.34
85163984	01/07/2011	Liz Luy	01-5800		19.34
85163985	01/07/2011	Loreli Scozzari	01-5800		19.34
85163986	01/07/2011	Maria Fukai	01-5800		19.34
85163987	01/07/2011	Melissa Jacobs	01-5800		19.34
85163988	01/07/2011	Michelle Berlenghi	01-5800		19.34
85163989	01/07/2011	Michelle Hawkins	01-5800		63.34
85163990	01/07/2011	Micheon Balmer	01-5800		19.34
85163991	01/07/2011	Minh Hoang	01-5800		19.34
85163992	01/07/2011	Nicole McIntosh	01-5800		19.34
85163993	01/07/2011	Noelle Kappen	01-5800		19.34
85163994	01/07/2011	Renee Fain	01-5800		19.34
85163995	01/07/2011	Robin Bishop	01-5800		94.34
85163996	01/07/2011	Rose Martinez	01-5800		19.34
85163997	01/07/2011	Rose Minton	01-5800		63.34

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Checks Dated 01/07/11

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85163998	01/07/2011	Seana Honeywell	01-5800		19.34
85163999	01/07/2011	Shanta Martell	01-5800		19.34
85164000	01/07/2011	Sharon Vandever	01-5800		19.34
85164001	01/07/2011	Shirley Watt	01-5800		19.34
85164002	01/07/2011	Stacy Mattos	01-5800		19.34
85164003	01/07/2011	Susan Munch	01-5800		19.34
85164004	01/07/2011	Tania Desha	01-5800		19.34
85164005	01/07/2011	Tara Hill	01-5800		19.34
85164006	01/07/2011	Valerie Long	01-5800		19.34
85164007	01/07/2011	Vanessa Logue	01-5800		63.34
85164008	01/07/2011	Vivian Chinich	01-5800		63.34
85164009	01/07/2011	Jenny L. Flanagan	01-4300		51.16
85164010	01/07/2011	Mary A. Hernandez	01-4300		135.80
85164011	01/07/2011	Kenneth A. Lowe	01-4300		97.39
85164012	01/07/2011	Debra S. Morrison	01-4300		172.83
85164013	01/07/2011	Jason R. Noonan	01-4300		29.90
85164014	01/07/2011	Nicole M. Silva	01-4300		32.48
85164015	01/07/2011	Karen B. Wold	01-4300		87.59
85164016	01/07/2011	John R. Wyatt	01-4300		139.35
85164017	01/07/2011	Rhianon R. Zinzun	01-5800		19.34
85164018	01/07/2011	Stephanie A. Cassidy	01-4300		104.97
85164019	01/07/2011	Tracy L. Gruber	01-5300		40.00
85164020	01/07/2011	Sruti V. Vadgama	01-4300		91.87
85164021	01/07/2011	Sylvia Ward	01-4300		347.90
85164022	01/07/2011	APPLE INC.	01-4400		1,259.79
85164023	01/07/2011	AUBURN HARDWOODS	01-4300		295.52
85164024	01/07/2011	AUDIO EDITION BOOKS ON CASSETTE & CD	01-4300		130.98
85164025	01/07/2011	BANK OF AMERICA #3024	01-4300 01-5200 01-5800		3,111.90
85164026	01/07/2011	BARNES & NOBLE BOOKSTORES	01-4300		533.07
85164027	01/07/2011	BEST OFFICE PRODUCTS	01-4300	395.21	
			Unpaid Sales Tax	29.20-	366.01
85164028	01/07/2011	CA ODYSSEY OF THE MIND INC	01-5300		65.00
85164029	01/07/2011	CALIFORNIA ODYSSEY OF THE MIND	01-5200		65.00
85164030	01/07/2011	CALLOWAY HOUSE INC	01-4300	74.63	
			Unpaid Sales Tax	4.70-	69.93
85164031	01/07/2011	CALTRONICS BUSINESS SYSTEMS	01-5600		251.30
85164032	01/07/2011	CITY OF LINCOLN/NON UTILITY	01-5800		3,329.70
85164033	01/07/2011	COSTCO	01-4300		609.28
85164034	01/07/2011	CROWN AWARDS	01-4300	27.34	
			Unpaid Sales Tax	2.08-	25.26
85164035	01/07/2011	CYBERGUYS!	01-4300		25.10
85164036	01/07/2011	DE LAGE LANDEN	01-5600		341.88
85164037	01/07/2011	DEMCO MEDIA	01-4300		69.90
85164038	01/07/2011	DIRECT SCHOOL SUPPLY INC	01-4300		30.95
85164039	01/07/2011	FISCHER SCIENTIFIC	01-4300		95.86
85164040	01/07/2011	FRY'S ELECTRONICS	01-4300		150.47
85164041	01/07/2011	FULL COMPASS SYSTEMS	01-4300	475.02	
			Unpaid Sales Tax	35.02-	440.00
85164042	01/07/2011	FUN AND FUNCTION	01-4300	148.00	
			Unpaid Sales Tax	10.07-	137.93
85164043	01/07/2011	GATEWAY FUND RAISING SERVICE	01-4300		2,525.00
85164044	01/07/2011	LAKESHORE LEARNING MATERIALS	01-4300		511.89

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Checks Dated 01/07/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85164045	01/07/2011	MCGRAW-HILL	01-4300		138.08
85164046	01/07/2011	NOVEL UNITS INC	01-4300	483.87	
			Unpaid Sales Tax	34.60-	449.27
85164047	01/07/2011	OFFICE DEPOT	01-4300		1,562.35
85164048	01/07/2011	ORIENTAL TRADING COMPANY INC	01-4300	44.64	
			Unpaid Sales Tax	2.71-	41.93
85164049	01/07/2011	PERMA-BOUND	01-4200		1,911.03
85164050	01/07/2011	PCOE	01-5200		1,175.00
85164051	01/07/2011	PLACER COUNTY SELPA	01-5200		300.00
85164052	01/07/2011	PLACER COUNTY WATER AGENCY	01-4300		1,166.88
85164053	01/07/2011	PLAYING AT LEARNING	01-5800		260.00
85164054	01/07/2011	POSTMASTER / GEMS	01-4300		484.00
85164055	01/07/2011	RAY MORGAN CO. / CHICO	01-5600		41.34
85164056	01/07/2011	REALLY GOOD STUFF	01-4300	97.02	
			Unpaid Sales Tax	6.65-	90.37
85164057	01/07/2011	RIVERSIDE PUBLISHING COMPANY	01-4300		807.34
		HOUGHTON MIFFLIN HARCOURT			
85164058	01/07/2011	SCHOLASTIC BOOK CLUBS	01-4300	81.18	
			Unpaid Sales Tax	6.18-	75.00
85164059	01/07/2011	SCHOOL HOUSE GLOBAL	01-4300		39.95
85164060	01/07/2011	SCHOOL SPECIALTY INC	01-4300		371.89
85164061	01/07/2011	SHERIDAN SCHOOL	01-4300		28.53
85164062	01/07/2011	SPORTIME FITNESS & SPORT	01-4300	229.02	
			Unpaid Sales Tax	17.45-	211.57
85164063	01/07/2011	STAPLES ADVANTAGE	01-4300		1,626.69
85164064	01/07/2011	SURVEILLANCE SYSTEM INT	01-4300		919.09
85164065	01/07/2011	SUTTER CO SUPERINTENDENT	01-5800		15,046.00
85164066	01/07/2011	TOLEDO P.E. SUPPLY	01-4300	93.67	
			Unpaid Sales Tax	6.27-	87.40
85164067	01/07/2011	US BANK BUSINESS EQUIPMENT	01-5600		507.00
85164068	01/07/2011	NWN CORPORATION FORMERLY	01-4300		87.95
		WESTERN BLUE			
85164069	01/07/2011	WOODWIND & BRASSWIND	01-4300	511.10	
			01-4400	3,273.32	
			Unpaid Sales Tax	576.84-	3,496.00
85164070	01/07/2011	Henry A. Cook	01-5200		58.50
85164071	01/07/2011	Kris A. Knutson	01-5200		81.00
85164072	01/07/2011	Bonnie L. Pellow	01-5200		122.50
85164073	01/07/2011	Peggy A. VanLengen	01-5200		15.00
85164074	01/07/2011	Lauren M. Quinn	01-5200		87.70
85164075	01/07/2011	La Shawn L. Horton	01-4300		488.50
85164076	01/07/2011	Cathy L. Allen	21-5200		477.12
85164077	01/07/2011	Betty J. Boram	01-5200		209.65
85164078	01/07/2011	Virginia L. Garcia	01-5800		300.00
85164079	01/07/2011	Nancyann M. Rowell	01-5200		92.50
85164080	01/07/2011	Jennifer A. Bliss	01-9550		507.04
85164081	01/07/2011	A-Z BUS SALES INC	01-4365		106.33
85164082	01/07/2011	ABILITATIONS	01-4300		1,215.33
85164083	01/07/2011	ACI SPECIALTY BENEFITS ACI	01-5800		2,475.00
		ENTERPRISES INC			
85164084	01/07/2011	ACSA ASSOC OF CALIF SCHOOL	01-5200		375.00
85164085	01/07/2011	AFFORDABLE THERAPY SOLUTIONS	01-4300		996.68
85164086	01/07/2011	AGENCY FOR HEARING	01-5800		6,792.24
85164087	01/07/2011	ALDAR ACADEMY	01-5800		2,013.40
85164088	01/07/2011	APPLE INC.	01-4300		242.48

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 01/07/11

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85164089	01/07/2011	RECOLOGY	FMRLY AUBURN	01-5540	7,690.42
85164090	01/07/2011	PLACER DISPOSAL BANK OF AMERICA #3819	01-4300 01-5200 01-5800		2,873.73
85164091	01/07/2011	BANK OF AMERICA	49-5800		295.00
85164092	01/07/2011	CAPITOL CLUTCH AND BRAKE INC	01-4365		93.20
85164093	01/07/2011	CAPITOL PUBLIC FINANCE GROUP	25-5800		825.00
85164094	01/07/2011	CITRUS SOURCES	01-4300		160.00
85164095	01/07/2011	NANCY R. CRAIG IN ACTION	DBA CLASSROOMS 01-5800		7,500.00
85164096	01/07/2011	DARRELL HASKINS	01-5800		2,025.00
85164097	01/07/2011	DAWSON OIL COMPANY	01-4345 01-4350		12,784.47
85164098	01/07/2011	DELL	01-4400		683.74
85164099	01/07/2011	ETS EDUCATION TESTING SERVICE	01-5800		1,400.88
85164100	01/07/2011	GOLD COUNTRY CLASSIFIED INC.	01-5800		85.69
85164101	01/07/2011	HARCOURT INC	HOUGHTON 01-4100		5,142.33
85164102	01/07/2011	MIFFLIN COMPANIES LLC HOUGHTON MIFFLIN COMPANY	01-4100		3,019.44
85164103	01/07/2011	UNITED STATES TREASURY REVENUE SERVICE	INTERNAL 01-3302		617.71
85164104	01/07/2011	JANE JOHNSON	01-5800		1,805.00
85164105	01/07/2011	K S TELECOM INC	01-5600		51,440.00
85164106	01/07/2011	KRONICK MOSKOVITZ TIEDEMANN	21-5810		200.00
85164107	01/07/2011	LAKESHORE LEARNING MATERIALS	01-4300		183.64
85164108	01/07/2011	DAVID W. GIRARD EDWARDS & HANCE	DBA GIRARD 01-5810 21-5810		8,912.25
85164109	01/07/2011	LD PRODUCTS	01-4300		153.63
85164110	01/07/2011	LEARNING SOLUTIONS INC	01-5800		746.95
85164111	01/07/2011	LOZANO SMITH ATTNYS AT LAW INC	01-5200		150.00
85164112	01/07/2011	DON MASON CLEAR WATER CO.	DBA MOUNTAIN 01-4300 01-5600		152.25
85164113	01/07/2011	RIEBES AUTO PARTS	01-4300 01-4365 01-5830		684.71
85164114	01/07/2011	OLD TOWN PIZZA	01-4300		321.76
85164115	01/07/2011	PACIFIC GAS & ELECTRIC CO	01-5510		56,289.89
85164116	01/07/2011	PERRY-SMITH LLP	01-5811		5,200.00
85164117	01/07/2011	PITNEY BOWES CREDIT CORP	01-5600		731.00
85164118	01/07/2011	PJ'S MAIL & PARCEL SERVICE	01-5800		10.00
85164119	01/07/2011	PCOE	01-7142		1,001,131.00
85164120	01/07/2011	PLACER COUNTY SELPA	01-5200		50.00
85164121	01/07/2011	PLACER LEARNING CENTER	01-5800		5,187.22
85164122	01/07/2011	RAY MORGAN CO. / CHICO	01-5600		263.60
85164123	01/07/2011	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600 01-7438 01-7439		14,661.69
85164124	01/07/2011	SACRAMENTO THEATRICAL LIGHTING	01-4300		78.34
85164125	01/07/2011	SASS/Mestmaker Insurance	01-5800		390.30
85164126	01/07/2011	SCHOOL SPECIALTY INC	01-4300		107.08
85164127	01/07/2011	SIG EMPLOYEE BENEFITS TRUST	76-9554		576,632.45

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 4 of 5

42.9

Checks Dated 01/07/11					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85164128	01/07/2011	SPEECH & LANGUAGE THERAPY	01-5800		285.00
85164129	01/07/2011	THERAPY SHOPPE INC	01-4300	1,635.05	
			Unpaid Sales Tax	114.07-	1,520.98
85164130	01/07/2011	THOMAS K. DELAPP DBA COMMUNICATION RESOURCES	01-5800		750.00
85164131	01/07/2011	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85164132	01/07/2011	NWN CORPORATION FORMERLY WESTERN BLUE	01-4300		149.73
85164133	01/07/2011	WILSON WAY TIRE CO. INC.	01-4340		
			01-4360		
			01-4365		233.82
			Total	188	1,865,948.96

Fund Summary			
Fund	Description	Check Count	Expensed Amount
01	General Fund	173	1,260,354.29
13	Cafeteria Fund	9	25,833.57
21	Building Fund #1	3	995.87
25	Capital Facilities Fund	1	825.00
49	Mello Roos Capital Projects	2	1,870.00
76	Payroll Fund	1	576,632.45
Total		188	1,866,511.18
Less Unpaid Sales Tax Liability			562.22-
Net (Check Amount)			1,865,948.96

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 5 of 5

4.2.10

**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:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Ryan Davis
Director, Human Services



ENCLOSURES:

DEPARTMENT:

Educational

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

February 1, 2011

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.

43

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 1, 2011

CLASSIFIED/MANAGEMENT

NEW HIRES

- Name:** Brenda Reyes **Effective:** 1/26/11
Position: Campus/Café Supervisor - Replacement **Site:** Lincoln Crossing Elementary
Salary: CSEA, Range 13, Step A **Funding:** General
Hours: 1.5 Hours/ 3 Days per Week
Days: 10 Months/Year

ADDITIONAL POSITIONS

- Name:** Mary LaRoche **Effective:** 1/18/11
Position: Campus/Café Supervisor – Replacement **Site:** Lincoln Crossing Elementary
Salary: CSEA, Range 13, Step A **Funding:** General
Hours: 20 minutes/Day
Days: 10 Months/Year

TRANSFERS

- Name:** David Zinzun, Sr.
Position: Custodian/Groundsman
Previous Site: Lincoln High School
New Site: First Street School
Hours: 8 Hours/Day
Effective: 1/24/11

RETIREMENTS

- Name:** Christina Escobedo
Position: Food Service Asst.
Site: Carlin C Coppin
Hours: 3.75Hours/Day
Effective: 2/28/11

4.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 1, 2011

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY/CHILD REARING LEAVE

1. **Mary Jane Masys, 8th Grade L.A. Teacher, Twelve Bridges Middle School**

44.1

**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:

Consolidated Application (Con App) Part II

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle

ENCLOSURES:

2010-2011 Con App Part II

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Approximately \$1.3 Million of New Federal/State Categorical Funds, in Addition to Carryover

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The 2010-2011 Consolidated Application Part II reflects our expenditures and allocations of Federal and State categorical funding for the current year. Included in the Con App are calculations and disbursements for Federal Title I Part A (Basic Grant), Title II Part A (Teacher and Principal Training), Title III (English Learner), and Title IV (Safe and Drug Free Schools) funds, as well as calculations for State EIA (Economic Impact Aid) funding.

These categorical funds are used to support specific programs in our schools.

RECOMMENDATION:

Approve 2010 – 2011 Con App Part II.

2010-11 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

<p>Purpose: To declare the agency's intent to apply for 2010-11 funding of Consolidated Categorical Aid Programs.</p>	<p>Agency: Western Placer Unified</p>
<p>CDE Contact: Anne Daniels - 916-319-0295 - ADaniels@cde.ca.gov</p>	<p>CD code: 3 1 6 6 9 5 1</p>
<p>Legal status of agency: <input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter</p>	<p>Dates of project duration: July 1, 2010 -- June 30, 2011</p>
<p>Do not return the paper copy of this form to the California Department of Education.</p> <p>The ConApp must be submitted electronically using the ConApp Data System (CADS).</p>	
<p>Date of approval by local governing board: 02/01/2011</p>	

Advisory Committees: The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.

Signature-District Advisory Committee (DAC)	/ /	Date
Signature-District English Learner Advisory Committee (DELAC)	01/20/2011	Date

OR,
for each committee, check the appropriate box to the right

<input checked="" type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign
<input type="checkbox"/> Committee is N/A	<input type="checkbox"/> Committee refused to sign

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

	Mary Boyle	Deputy Assistant Superintendent
Signature of authorized representative	Printed name of authorized representative	Title
<input checked="" type="checkbox"/> Electronic certification HAS been completed.		<input type="checkbox"/> Electronic certification has NOT been completed.
Date		01/26/2011

4.5

2010-11 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

<p>Purpose: To declare the agency's intent to apply for 2010-11 funding of Consolidated Categorical Aid Programs.</p>	<p>Agency: Western Placer Unified</p>
<p>CDE Contact: Anne Daniels - 916-319-0295 - ADaniels@cde.ca.gov</p>	<p>CD code: 3 1 6 6 9 5 1</p>
<p>Legal status of agency: <input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter</p>	<p>Dates of project duration: July 1, 2010 -- June 30, 2011</p>
<p>Do not return the paper copy of this form to the California Department of Education.</p> <p>The ConApp must be submitted electronically using the ConApp Data System (CADS).</p>	
<p>Date of approval by local governing board: 02/01/2011</p>	
<p>Advisory Committees: The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.</p>	
<p>Signature-District Advisory Committee (DAC) <u>Alma Garcia</u> Signature-District English Learner Advisory Committee (DELAC)</p>	<p>Date: 01/20/2011</p> <p>Date: _____</p> <p>OR, for each committee, check the appropriate box to the right</p> <p><input checked="" type="checkbox"/> Committee is N/A <input type="checkbox"/> Committee refused to sign</p> <p><input type="checkbox"/> Committee is N/A <input type="checkbox"/> Committee refused to sign</p>
<p>Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.</p>	
<p>Signature of authorized representative</p>	<p>Printed name of authorized representative: Mary Boyle Title: Deputy Assistant Superintendent Date: _____</p>
<p><input type="checkbox"/> Electronic certification HAS been completed. <input checked="" type="checkbox"/> Electronic certification has NOT been completed.</p>	

4.5.1

2010-11 District Allocation of EIA Funds

California Department of Education

Consolidated Application

Purpose: To allocate Economic Impact Aid (EIA) funds for 2010-11. The results from this page are used to make school-level allocations on page 31.		Agency: Western Placer Unified
CDE Contact: Mark Klinesterker 916-319-0420 MKlinesterker@cde.ca.gov Chimeng Yang 916-319-0678 CYang@cde.ca.gov		CD code: 3 1 6 6 9 5 1
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.		
SACS Resource Codes: 7090/7091		
Economic Impact Aid (EIA)		
399,733		
1.	2010-11 entitlement	0
2.	Transferred in	0
3.	2009-10 carryover (as of 6/30/10)	113,710
4.	Repayment of funds	0
5.	Subtotal (line 1 + 2 + 3 + 4)	513,443
6.	Reserved for indirect costs (up to 3%)	14,955
7.	Administration and evaluation (up to 10%)	51,344
8.	EIA activities operated by the district (up to 2%)	10,717
9.	EIA security (may not exceed 32 cents per pupil)	0
10.	EIA alternative	0
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10)	436,427

* Line 11 to be allocated to schools.

4.5.2

2010-11 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.

Agency: Western Placer Unified

CD code:

3	1	6	9	5	1
---	---	---	---	---	---

CDE Contact: EIA-SCE: Richard Graham 916-319-0303 RGRAHAM@cde.ca.gov
EIA-LEP: Mark Klinesteker 916-319-0420 MKLINESTEKER@cde.ca.gov

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A Name of School School Code	1. Total EIA Allocation		2. Standard Per Pupil EIA/LEP		3. Requested Per Pupil EIA/LEP		4. Per Pupil EIA/SCE		E Number of EDY Students	F LEP Allocation SACS 7091	G SCE Allocation SACS 7090
	B SCE Eligible	C SCE Funded	D Number of LEP Students	E Number of EDY Students	F LEP Allocation SACS 7091	G SCE Allocation SACS 7090					
<input checked="" type="checkbox"/> The LEA wishes to manually enter LEP & SCE site allocations	436,427		0.0000		0.0000		0.0000				
Twelve Bridges Elementary 0106443			47	76	6,490	0					0
Foskett Ranch Elementary 0108514			19	40	3,656	0					0
Twelve Bridges Middle 0111385	Yes	Yes	35	107	2,943	48,527					48,527
Lincoln Crossing Elementary 0113068			43	89	11,585	0					0
Phoenix High (Continuation) 3130036	Yes	Yes	9	26	1,472	23,510					23,510
Lincoln High 3134657	Yes	Yes	70	514	8,514	102,949					102,949
Sheridan 6031363	Yes	Yes	16	19	2,418	8,022					8,022
Carlin C. Coppin Elementary 6085252	Yes	Yes	55	84	5,886	26,233					26,233
Creekside Oaks Elementary 6098610	Yes	Yes	119	169	14,821	43,367					43,367
Glen Edwards Middle 6108351	Yes	Yes	71	170	9,776	56,963					56,963
First Street 6117493	Yes	Yes	212	245	21,128	38,167					38,167

453

2010-11 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.

Agency: Western Placer Unified

CD code:

3	1	6	9	5	1
---	---	---	---	---	---

CDE Contact: EIA-SCE: Richard Graham 916-319-0303 RGraham@cde.ca.gov
EIA-LEP: Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	1. Total EIA Allocation	2. Standard Per Pupil EIA/LEP			E	F	G
<input checked="" type="checkbox"/> The LEA wishes to manually enter LEP & SCE site allocations	436,427	\$ 0.0000					
		\$ 0.0000					
		\$ 0.0000					
A	B	C	D	E	F	G	
Name of School	SCE Eligible	SCE Funded	Number of LEP Students	Number of EDY Students	LEP Allocation SACS 7091	SCE Allocation SACS 7090	
5. Total EDY at Schools Eligible for SCE		1,334					
6. Total LEP at Schools NOT Eligible for SCE		109					
7. Total EDY at Schools funded with SCE		1,334					
8. Totals				88,689		347,738	
9. Total Allocation Balance						0	

4,54

2010-11 Federal Transferability

California Department of Education

Consolidated Application

<p>Purpose: To compute the amount of money being transferred to and from various federal programs.</p>	<p>Agency: Western Placer Unified</p>
<p>CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov</p>	<p>CD code: 3 1 6 6 9 5 1</p>

Notes:
Federal transferability is governed by Title VI in ESEA Section 6123. You may transfer a maximum of 50 percent of any program to other programs.

This district has been identified as a Program Improvement (PI) LEA under ESEA Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

	Amounts Transferred to These Programs				
2010-11 Program Entitlements	Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Amounts Retained in Original Program
2010-11 programs affected by transferability:	Title I, Part A Title II, Part A (Teacher and Principal Training and Recruiting) Title II, Part D (Enhancing Education Through Technology) Title IV, Part A (Safe and Drug Free Schools and Communities)				
Title II, Part A	\$ 113,881	\$ 0	\$ 0	\$ 0	\$ 113,881
Title II, Part D	\$ 0	\$ 0	\$ 0	\$ 0	
Title IV, Part A	\$ 0	\$ 0	\$ 0	\$ 0	
Totals transferred and used for:	\$ 0	\$ 0	\$ 0	\$ 0	

4.5.6

2009-10 Title I, Part A Carryover Calculation and Waiver Request

Consolidated Application

California Department of Education

Agency: Western Placer Unified
CD code: 3 | 1 | 6 | 6 | 9 | 5 | 1

Purpose: To calculate Title I, Part A and applicable, American Recovery and Reinvestment Act, Title I, Part A (ARRA), carryover from fiscal year 2009-10; and, if necessary, to apply for a carryover waiver.
Note: ARRA on this page refers to only the ARRA Title I, Part A funds.

CDE Contact: Jyoti Singh 916-319-0372 JySingh@cde.ca.gov
 Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov

This page is not applicable because the LEA did not receive Title I, Part A or ARRA funds in 2009-10.

Note: Title I, Part A, carryover is limited to 15% unless the LEA received less than \$50,000 in Title I, Part A and ARRA funds in fiscal year 2009-10.

A. Carryover Calculation	
1. 2009-10 Title I, Part A Entitlement amount*	\$ 616,510
2. Transferability - Transfers-in per Section 6123, ESEA	\$ 0
3. 2008-09 Title I, Part A Carryover as of June 30, 2009	\$ 171,535
4. Total 2009-10 Title I, Part A funds (Total lines 1 through 3)	\$ 788,045
5. 2009-10 Expenditures and Encumbrances as of June 30, 2010 (7/1/09 to 6/30/10)	\$ 664,027
6. 2009-10 Carryover as of June 30, 2010	\$ 124,018
7. Carryover percent as of June 30, 2010 (line 6 / (line 1 + line 2) * 100)	20.12%
8. 2009-10 Expenditures and Encumbrances as of September 30, 2010 (7/1/09 to 9/30/10)	\$ 788,045
9. 2009-10 Title I, Part A Carryover as of September 30, 2010	\$ 0
10. 2009-10 ARRA Entitlement	\$ 271,740
11. 2009-10 ARRA Carryover as of September 30, 2010	\$ 254,302
12. Total Title I, Part A and ARRA Carryover as of September 30, 2010	\$ 254,302
13. Carryover percent as of September 30, 2010 (line 12 / (line 1 + line 2 + line 10) * 100)	28.63%

B. Waiver Determination & Request
 (if line 13 exceeds 15% complete this section)

- 1. This waiver is not applicable because the LEA received less than 50,000 in Title I, Part A and ARRA funds.
- 2. LEA is completing Section C to apply for a waiver to carry over any Title I, Part A funds in excess of 15%. This is not applicable for LEAs with ARRA funds.
- 3. LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years and the LEA did not receive ARRA funds.**
- 4. LEA elects not to request a waiver.**
- 5. The LEA is requesting CDE to waive the 15 percent carryover limit under ESEA, Title I, Section 1127(b)(2). The LEA received supplemental funds under ARRA.

C. Waiver Request Details (applicable only for LEAs with no ARRA funds)

Describe major activities to be funded by the carryover amount on line 12	Amount Budgeted
1.	\$ 0
2.	\$ 0
3.	\$ 0
4.	\$ 0
5.	\$ 0
6.	\$ 0
Total (lines C1 through C6)	
	\$ 0

*This amount reflects revised Title I entitlements posted on the CDE website at <http://www.cde.ca.gov/fg/aa/ca/nc/br/leat.asp> 2010-11 ConApp, Part II, page 33 Date: 01/21/2011
 **CDE will invoice LEA to return funds exceeding the 15% carryover limit.

4.5.7

2010-11 District Allocations of Title I, Part A Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part A, funds for 2010-11. The total Title I, Part A administrative costs are included on lines seven and eight.		Agency: Western Placer Unified CD code: 3 1 6 6 9 5 1	
CDE Contact: <i>Monique Moton 916-319-0733 MMoton@cde.ca.gov</i> <i>Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov</i>		<input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A funds on page 2 of the ConApp.	
Description		SACS Resource Code: 3010	
Title I, Part A			
1.	2010-11 Title I, Part A entitlement		544,470
2.	Transferred in (+)		0
3.	2010-11 amount after transfer (line 1 + 2) (=)		544,470
4.	2009-10 carryover (+)		124,018
5.	Repayment of funds (+)		0
6.	Total approved allocation (line 3 +4 + 5) (=)		668,488
7.	Reserved for indirect costs (-)		42,387
8.	Reserved for administration (-)		57,886
9.	Adjusted total allocation (line 6 - 7 - 8) (=)		568,215

4.5.8

2010-11 Title I, Part A Reservations (Required)

California Department of Education

Consolidated Application

<p>Purpose: To report LEA reservations for Title I, Part A before distributing funds to schools. All reservations reported on this page, except for lines 5-9, are used to provide direct services to eligible Title I, Part A students.</p> <p>CDE Contact: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Bob Storelli 916-319-0482 BStorelli@cde.ca.gov</p>		<p>Agency: Western Placer Unified</p> <p>CD code: 3 1 6 6 9 5 1</p> <p><input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.</p>	
<p>A. Adjusted total allocation (line 9 on page 34) 568,215</p>		<p>2. Program Improvement (PI) Schools: Public School Choice 400</p>	
<p>B. Calculation of Equitable Services Percent</p>		<p>3. PI Schools: Supplemental Educational Services (SES) 500</p>	
<p>1. Number of public schools expected to receive Title I, Part A funds per page 8 5</p>		<p>4. PI Schools: Parent outreach and assistance for Choice and SES 100</p>	
<p>Within the attendance areas of these participating schools:</p>			
<p>2. Number of private school children from low-income families 0</p>		<p>PI LEA: a. Professional Development (PD) (minimum 10%*) set-aside 0</p>	
<p>3. Total number of children from low-income families 0</p>		<p>b. 2009-10 PI PD set-aside carryover 0</p>	
<p>4. Percent of Private School Children from low-income families (line 2 ÷ line 3) 0.00%</p>		<p>c. Total PI set-aside (line 5a + line 5b) 0</p>	
<p>C. Required Reservations</p>			
<p>Reservation for Parent Involvement <input type="checkbox"/> No reservation is mandated because 1% of line 3 on page 34 is \$5,000 or less</p>		<p>If reservation is less than 10%, check below: <input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation</p>	
<p>1. a. Reserved for Parent Involvement (must be a minimum of 1%)* 5,847</p>		<p>6. Direct and indirect services to homeless children, regardless of their school of attendance 25,000</p>	
<p>b. Private school set-aside (% of private school children x reservation) 0</p>		<p>7. Direct and indirect services to children in local institutions for neglected children Check if district does not have local institutions for neglected children or children currently classified as neglected <input checked="" type="checkbox"/> 0</p>	
<p>c. Amount remaining 5,847</p>		<p>8. Direct and indirect services to children in local institutions for delinquent children 0</p>	
<p>d. Public school distribution (95% of "Amount remaining")** 5,847</p>		<p>9. Direct and indirect services to neglected or delinquent children in community day school programs 0</p>	
<p>e. Balance available for LEA-level parental involvement activities 0</p>		<p>10. Total Required Reservations 26,000</p>	

4.5.9

2010-11 Consolidated Application Comment Form

Page Number	CD Code	District Name
Page 35: Reservations Required	3166951	Western Placer Unified
		School Code and Name

Comments

We have reserved less than 20 percent because we can meet the demand for SES and choice with this percentage and we can meet the reallocation requirements specified in 34 CFR, Section 200.48 (d)(2) of the new Title Regulations.

4.5.10

2010-11 Consolidated Application Comments Form

Page Number	CD Code	District Name
Page 35: Reservations Required	3166951	Western Placer Unified
		School Code and Name

Comments

We plan to provide academic support as well as non-academic support to homeless children in non-Title I schools. We also plan to set aside funds for clothing, school supplies, transportation, etc. for homeless students as needs are identified by counselors, teachers, administrators, parents, or other caring adults.

4.5.11

2010-11 Title I, Part A Reservations (Allowed)

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A students.		Agency: Western Placer Unified CD code: 3 1 6 6 9 5 1	
CDE Contact: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Bob Storelli 916-319-0482 BStorelli@cde.ca.gov		<input type="checkbox"/> The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.	

1. Total Required Reservations (page 35, line 10)	\$ 26,000		
2. Program Improvement schools: teacher incentives and rewards (maximum 5%*)	\$ 0		
3. Professional Development: highly qualified teachers and paraprofessionals - PI activities	\$ 0		
Professional Development: highly qualified teachers and paraprofessionals - Not PI activities			
a. Total reservation	\$ 0		
b. Reservation for equitable services for private school participants (line 4a. x line B4. on page 35)	\$ 0		
c. Reserved for public schools (line 4a. - line 4b.)	\$ 0		
5. Assistance to schools - PI activities	\$ 0		
Assistance to schools - Not PI activities			
a. Total reservation	\$ 0		
b. Reservation for equitable services for private school participants (line 6a. x line B4. on page 35)	\$ 0		
c. Reserved for public schools (line 6a. - line 6b.)	\$ 0		
7. Summer school or intersession programs or before and after school programs - PI activities	\$ 0		

Summer school or intersession programs or before and after school programs - Not PI activities			
a. Total reservation	\$ 0		
b. Reservation for equitable services for private school participants (line 8a. x line B4. on page 35)	\$ 0		
c. Reserved for public schools (line 8a. - line 8b.)	\$ 0		
9. Salary differentials	\$ 0		
10. Preschool	\$ 0		
11. Capital expenses reserved for private schools	\$ 0		
12. Total Allowable Reservations (sum of lines 2 through 11)	\$ 0		
13. Total LEA Reservations (line 1 + line 12)	\$ 26,000		
Final adjusted allocation (line A. on page 35 - line 13) (must be allocated to schools in column J on page 37)			
a. Title I, Part A, School Allocation:	\$ 536,368		
b. Parental Involvement:	\$ 5,847		
c. Private School Set-aside:	\$ 0		\$ 542,215

4.5.12

* of line 4 on page 34

2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Western Placer Unified

CD code:

3	1	6	6	9	5	1
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CDE Contact: Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov
 Judi Brown 916-319-0942 JBrown@cde.ca.gov

The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A Name of School School Code	B Grade Span Group	C Percent of Low-income Students	D Number of Low-income Students	E Title I, Part A \$ per Low-income Student	F Site-Level Carryover, If Applicable	G Title I, Part A (D x E + F = G)	H Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	I Participating Private School Set-aside	J Title I, Part A Total (G + H + I)
First Street 6117493	1	72.3	300	424.8860	63,741	191,207	1,447	0	192,654
Sheridan 6031363	1	65.9	60	424.0000	162	25,602	1,100	0	26,702
Phoenix High (Continuation) 3130036	3	55.3	47	424.0000	11,693	31,621	1,100	0	32,721
Glen Edwards Middle 6108351	2	49.5	313	424.0000	34,453	167,165	1,100	0	168,265
Creekside Oaks Elementary 6098610	1	43.6	279	424.0000	2,477	120,773	1,100	0	121,873
Carlin C. Coppin Elementary 6085252	1	42.4	188	0.0000	0	0	0	0	0
Lincoln High 3134657	3	32.8	479	0.0000	0	0	0	0	0
Twelve Bridges Middle 0111385	2	26.4	222	0.0000	0	0	0	0	0
Foskett Ranch Elementary 0108514	1	23.2	127	0.0000	0	0	0	0	0

4.5.13

2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency: Western Placer Unified

CD code: 3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: Paul Jacobs 916-319-0256 P.Jacobs@cde.ca.gov
 Judi Brown 916-319-0942 J.Brown@cde.ca.gov

The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Lincoln Crossing Elementary 0113068	1	18.5	112	0.0000	0	0	0	0	0
Twelve Bridges Elementary 0106443	1	10.1	72	0.0000	0	0	0	0	0
Community Christian Schools 7089469	P	0.0	0	0.0000	0	0	0	0	0
Adjusted total allocations						536,368	5,847	0	542,215

4.5.14

2010-11 Title I, Part A Program Improvement (PI) Activities and Expenditures Report

California Department of Education

Consolidated Application

Purpose: To report mid-year activities and expenditures and funds encumbered on ESEA Public School Choice (Choice) and Supplemental Educational Services (SES).		Agency: Western Placer Unified	
CDE Contact: Lana Zhou 916-319-0956 LZhou@cde.ca.gov Sandi Ridge 916-319-0243 SRidge@cde.ca.gov		CD code: 3 1 6 6 9 5 1	
<input type="checkbox"/> This page is not applicable because the LEA did not have schools in Program Improvement in 2010-11.			
A. Program Improvement Activities		2010-11 Mid-Year Report	
1.	The number of students in PI schools Year 1 and beyond who applied for Choice under the Elementary and Secondary Act (ESEA).	6	
2.	The number of students who transferred from PI schools Year 1 and beyond to attend non-PI schools under ESEA.	6	
3.	The number of students who transferred from PI schools Year 1 and beyond to attend non-PI schools under a local or state school choice program.	0	
4.	The number of students in PI schools Year 2 and beyond who applied for SES.	0	
5.	The number of students in PI schools Year 2 and beyond who received SES.	0	
B. Expenditures of Funds Encumbered for Choice Transportation and SES		2010-11 Mid-Year Report	
		Title I, Part A Funds	Non-Title I, Part A Funds
1.	Expenditures and funds encumbered for Choice transportation for students who transferred from PI schools to non-PI schools under ESEA.	0	0
2.	Expenditures and funds encumbered for SES for eligible students enrolled in PI schools Year 2 and beyond.	0	0
3.	Expenditures and funds encumbered for parent outreach activities for Choice and SES.	200	0
4.	Total mid-year expenditures and funds encumbered for Choice and SES (B1. + B2. + B3.).	200	0

4.5.15

2010-11 Consolidated Application Comment Form

Page Number	CD Code	District Name
Page 38: Program Improvement	3166951	Western Placer Unified
		School Code and Name

Comments

Funds were set aside for transportation for students to attend a non-PI school, but the six children who applied for the choice transfer lived close to the non-PI school and did not request or require transportation. No continuation high school students requested a transfer from the PI continuation high school.

Funds were set aside for SES but no families have requested SES services for their students.

4,516

2010-11 District Allocation of Title I, Part D Neglected, Delinquent, or At-Risk Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part D Neglected, Delinquent, or At -Risk funds for 2010-11.	Agency: Western Placer Unified CD code: 3 1 6 6 9 5 1	
CDE Contact: Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Jeff Breshears 916-319-0946 JBreshears@cde.ca.gov	<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.	
SACS Resource Code: 3025		
Title I, Part D, Subpart 2		
		0
1. 2010-11 entitlement		0
2. 2009-10 carryover (as of 6/30/10)	(+)	0
3. Repayment of funds	(+)	0
4. Total approved allocation (line 1 + 2 + 3)	(=)	0
5. Reserved for indirect costs	(-)	0
6. Reserved for administration	(-)	0
7. Adjusted total allocation (line 4 - 5 - 6)	(=)	0

4.5.17

2010-11 District Allocation of Title II, Part A Improving Teacher Quality Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title II, Part A Improving Teacher Quality funds for 2010-11.	Agency: Western Placer Unified CD Code: 3 1 6 6 9 5 1
CDE Contact: Jackie Rose 916 322-9503 JRose@cde.ca.gov Kelly Heffington 916 324-5689 KHeffington@cde.ca.gov	

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

	A. All LEAs complete this section	B. Only ESEA Section 2141 LEAs complete this section
Description	Amount	Amount
1. 2010-11 entitlement	113,881	
2. Transferred in (+)	0	
3. Transferred out (-)	0	
4. 2010-11 amount after transfer (lines 1 + 2 - 3) (=)	113,881	
5. 2009-10 carryover (as of 06/30/2010) (+)	57,427	
6. Repayment of funds (+)	0	
7. Funds available for flexible use under Rural Education Achievement Program (REAP)* (=)	0	
8. Total approved allocation (line 4 + 5 + 6) (=)	171,308	
9. Reserved for indirect and administrative costs (-)	10,862	
10. Adjusted total allocation (line 8 - 9) (=)	160,446	
Total Budgeted Amount		30,363

This section is N/A because LEA is not in 2141
 The LEA certifies it will follow the agreement of 2141

Description	Amount
Professional Development	
A 1. Professional Development for Teachers	16,314
A 2. Professional Development for Administrators	14,049
A 3. Subject Matter Project	0
Exams and Test Prep	
B 1. Exam Fees, Reimbursement	0
B 2. Test preparation training and/or materials	0
Recruitment, Training, and Retaining	
C 1. Recruitment Activities	0
C 2. Hiring Incentive, Relocation allotment	0
C 3. National Board Certification and/or Stipend	0
C 4. VPSS	0
C 5. University Course Work	0

*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

4.5.18

2010-11 District Allocation of Title III, Part A Funds

California Department of Education

Consolidated Application

<p>Purpose: To allocate Title III, Part A funds for 2010-11.</p>		<p>Agency: Western Placer Unified</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">3</td> <td style="width: 15%;">1</td> <td style="width: 15%;">6</td> <td style="width: 15%;">6</td> <td style="width: 15%;">9</td> <td style="width: 15%;">5</td> <td style="width: 15%;">1</td> </tr> </table>	3	1	6	6	9	5	1
3	1	6	6	9	5	1				
<p>CDE Contact: Immigrant: Clifton Davis 916 323-5808 CDavis@cde.ca.gov LEP: Patty Stevens 916 323-5838 PStevens@cde.ca.gov</p>		<p><input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.</p>								
		SACS Resource Code: 4201	SACS Resource Code: 4203							
Description		Title III, Part A (Immigrant)	Title III, Part A (LEP)							
1.	2010-11 entitlement	0	73,602							
2.	2009-10 carryover (as of 6/30/10)	0	43,952							
3.	Repayment of funds	0	0							
4.	Total approved allocation (line 1 + 2 + 3)	0	117,554							
5.	Reserved for administration and indirect costs (2% cap on Limited English Proficient (LEP))	0	2,305							
6.	Adjusted total allocation (line 4 - 5) for LEA use only	0	115,249							

4.5.19

2010-11 Title III Immigrant Expenditure Report

California Department of Education

Consolidated Application

Purpose: To report expenditures of Title III Immigrant funds for fiscal year 2010-11.		Agency: Western Placer Unified CD Code: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15px;">3</td> <td style="width: 15px;">1</td> <td style="width: 15px;">6</td> <td style="width: 15px;">9</td> <td style="width: 15px;">5</td> <td style="width: 15px;">1</td> </tr> </table>		3	1	6	9	5	1
3	1	6	9	5	1				
CDE Contact: Clifton Davis 916-323-5808 CDavis@cde.ca.gov <input checked="" type="checkbox"/> This page is not applicable because the LEA is not participating in Title III Immigrant during 2010-11.									
Sub grantee Activities									
Section 3115 (e)(1) (e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH- (1) IN GENERAL- An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth; (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	2010-11 Entitlement from line 1 on page 41 \$ 0								
Object Code	Activities	Expenditures							
1000-1999	Certificated Personnel Salaries	\$ 0							
2000-2999	Classified Personnel Salaries	\$ 0							
3000-3999	Employee Benefits	\$ 0							
4000-4999	Books and Supplies	\$ 0							
5000-5999	Services & Other Operating Expenditures	\$ 0							
	Administrative & Indirect Costs	\$ 0							
	Total	\$ 0							

H.S.20

2010-11 Title III LEP Expenditure Report

California Department of Education

Consolidated Application

Purpose: To report expenditures of Title III LEP funds for fiscal year 2010-11.		Agency: Western Placer Unified CD Code: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15px;">3</td> <td style="width: 15px;">1</td> <td style="width: 15px;">6</td> <td style="width: 15px;">6</td> <td style="width: 15px;">9</td> <td style="width: 15px;">5</td> <td style="width: 15px;">1</td> </tr> </table>		3	1	6	6	9	5	1
3	1	6	6	9	5	1				
CDE Contact: <i>Patty Stevens 916-323-5838 PStevens@cde.ca.gov</i>		<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III LEP during 2010-11.								
Required and Authorized Sub grantee Activities										
			\$ 73,602							
2010-11 Entitlement from line 1 on page 41										
Object Code	Activities	Expenditures								
1000-1999	Certificated Personnel Salaries	\$ 14,971								
2000-2999	Classified Personnel Salaries	\$ 3,129								
3000-3999	Employee Benefits	\$ 4,020								
4000-4999	Books and Supplies	\$ 4,070								
5000-5999	Services & Other Operating Expenditures	\$ 10,113								
	Administrative and Indirect Costs (2% Cap)	\$ 726								
Total		\$ 37,029								

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

Section 3115(d)

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

H.S.21

2009-10 and 2010-11 Title III Cash Management Report

California Department of Education

Consolidated Application

<p>Purpose: To report Title III LEP and/or Immigrant Program expenditures for the 2009-10 and 2010-11 allocations. Consortia Lead is responsible for reporting the entire consortia application.</p> <p>CDE Contact: Immigrant: Clifton Davis 916 323-5808 CDavis@cde.ca.gov LEP: Patty Stevens 916 323-5838 PStevens@cde.ca.gov</p>		<p>Agency: Western Placer Unified</p> <p>CD Code: 3 1 6 6 9 5 1</p> <p><input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.</p>			
		Allocation Issued Fiscal Year 2009-10		Allocation Issued Fiscal Year 2010-11	
Description	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)	(SACS 4203)
1. Entitlement	\$ 0	\$ 72,200	\$ 0	\$ 73,602	
2. Total expended to date (07/01/09 - 12/31/10)	\$ 0	\$ 64,552			
3. Total expended to date (07/01/10 - 12/31/10)			\$ 0	\$ 37,029	
4. Unexpended funds (line 1 - line 2) or (line 1 - line 3)	\$ 0	\$ 7,648	\$ 0	\$ 36,573	
5. Interest earned	\$ 0	\$ 0			

4.522

2009-10 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<p>Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2009-10.</p>	<p>Agency: Western Placer Unified</p>
<p>CDE Contact: <i>Shalonn Woodard 916-319-0197 SWoodard@cde.ca.gov</i> <i>Stephanie Papas 916 445-8441 SPapas@cde.ca.gov</i></p>	<p>CD code: 3 1 6 6 9 5 1</p>
<p><input type="checkbox"/> The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2009-10.</p>	

A. Title IV, Part A Annual Fiscal Report		B. Title IV, Part A Carryover Calculation	
1. 2009-10 entitlement amount (must be spent by 9/30/11)	13,647		
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, ESEA	0	9. Unspent 2008-09 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/10. CDE will bill the LEA for these funds.	0
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, ESEA	0	10. Balance to be carried forward into 2010-11 (line 7 minus lines 8 and 9)	4,873
4. 2009-10 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, ESEA	0	11. Percent (%) of 2009-10 entitlement to be carried into 2010-11 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	35.71%
5. 2009-10 Title IV (SDFSC) REAP funds flexibly used for other ESEA programs per Section 6211, ESEA	0		
6. 2008-09 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/10)	5		
7. Total 2009-10 Resources	13,652		
8. Total 2009-10 Expenditures and Encumbrances	8,779		

C. Title IV, Part A Carryover Request Justification	
<p>1. Explanation of why these funds could not be spent during fiscal year 2009-10. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2009-10 Title IV, Part A (SDFSC), entitlement.)</p> <p>The district was working with the sites to determine the best possible use of these funds. There were many options available and the district wanted to be sure the highest priorities were chosen.</p>	<p>2. Description of how these carryover funds will be used to implement the SDFSC Program in fiscal year 2010-11.</p> <p>The remaining funds will be spent this year for security cameras at Glen Edwards Middle School. The funds will also be spent for the Positive Behavior Intervention and Support (PBIS) program at Carlin C. Coppin Elementary School.</p>
<p>Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, Elementary and Secondary Education Act, Title IV, Part A SDFSC.</p>	

4.5.23

2009-10 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<p>Purpose: To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2008-09.</p>	<p>Agency: Western Placer Unified</p>
<p>CDE Contact: <i>Shalonn Woodard 916-319-0197 SWoodard@cde.ca.gov</i> <i>Stephanie Papas 916 445-8441 SPapas@cde.ca.gov</i></p>	<p>CD code: 3 1 6 6 9 5 1</p>
<p><input type="checkbox"/> The page is not applicable. The LEA did not have any 2007-08 or 2008-09 TUPE carryover funds.</p>	

A. TUPE Annual Fiscal Report	B. 2009-10 TUPE Carryover Calculation
1. 2009-10 entitlement	2007-08 unspent TUPE funds*
2. 2008-09 TUPE carryover funds (must be spent or obligated by 6/30/11)	6. (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")
3. 2007-08 TUPE carryover funds (must have been spent by 6/30/10)	7. 2008-09 TUPE carryover funds
4. Total 2009-10 TUPE resources (sum of lines 2 and 3)	8. 2009-10 TUPE carryover funds
5. Total 2009-10 Expenditures/Encumbrances	9. Percent (%) of 2009-10 entitlement to be carried into 2010-11 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.
N/A	0
8,629	1,677
30	N/A
8,659	N/A
6,982	

C. TUPE Carryover Request Justification	
1. Explanation of why these funds could not be spent during the 2009-10 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2009-10 TUPE entitlement.)	2. Description of how these carryover funds will be used to implement TUPE in the 2010-11 fiscal year.
<p style="text-align: center;">Note:</p> <p style="text-align: center;">This section is not applicable in the 2010-11 ConApp</p>	<p style="text-align: center;">Note:</p> <p style="text-align: center;">This section is not applicable in the 2010-11 ConApp</p>

4.5.24

*These funds reverted 6/30/10. CDE will bill the LEA for these funds.

2010-11 Consolidation of ESEA Administrative Funds

California Department of Education

Consolidated Application

Purpose: To declare the agency's intent to consolidate ESEA administrative funds and identify what programs will be included in the consolidation.	Agency: Western Placer Unified								
CDE Contact: Julie Brucklacher 916-327-0858 JBruckla@cde.ca.gov	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">CD code:</td> <td style="width: 10%; text-align: center; padding: 2px;">3</td> <td style="width: 10%; text-align: center; padding: 2px;">1</td> <td style="width: 10%; text-align: center; padding: 2px;">6</td> <td style="width: 10%; text-align: center; padding: 2px;">6</td> <td style="width: 10%; text-align: center; padding: 2px;">9</td> <td style="width: 10%; text-align: center; padding: 2px;">5</td> <td style="width: 10%; text-align: center; padding: 2px;">1</td> </tr> </table>	CD code:	3	1	6	6	9	5	1
CD code:	3	1	6	6	9	5	1		

This page is not applicable because the LEA did not participate in any of the listed programs.

Notes:

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under ESEA (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different ESEA titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010, 3011	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025, 3026	Title I, Part D (Neglected and Delinquent Children)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045, 4047	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X

H. S. 25

October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.

Agency:

Western Placer Unified

CD code:

3 | 1 | 6 | 6 | 9 | 5 | 1

CDE Contact: 916-323-8068 frpminfo@cde.ca.gov

A		B	C	D	E	F
Name of School	Charter School Number	Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced-Price Meals*
Twelve Bridges Elementary		KK	05	717	55	21
0106443						
Foskett Ranch Elementary		KK	05	545	88	31
0108514						
Twelve Bridges Middle		06	08	852	161	65
0111385						
Lincoln Crossing Elementary		KK	05	615	76	25
0113068						
Phoenix High (Continuation)		09	12	86	45	8
3130036						
Lincoln High		09	12	1,513	432	119
3134657						
Sheridan		KK	05	84	47	10
6031363						
Carlin C. Coppin Elementary		KK	05	421	143	30
6085252						
Creekside Oaks Elementary		KK	05	621	264	52
6098610						

*Eligibility tables can be found at <http://www.cde.ca.gov/snu/sn/eligmaterials.asp>

4.5.26

October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.		Agency: Western Placer Unified	
		CD code: 3 1 6 6 9 5 1	

CDE Contact: 916-323-8068 frpminfo@cde.ca.gov

A		B	C	D	E	F
Name of School	Charter School Number	Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced-Price Meals*
Glen Edwards Middle		06	08	699	303	54
6108351						
First Street		KK	05	451	300	36
6117493						

4.5.27

*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nr/sn/eligmaterials.asp>

2010-11 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.	Agency: Western Placer Unified CD code: 3 1 6 6 9 5 1
--	--

CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov

	Name	Title	Salutation	Phone	E-mail
Consolidated Application	Mary Boyle	Deputy Assistant Superintendent Ed Se		(916) 645-6350	mboyle@wpusd.k12.ca.us
		FAX		Ext. (916) 645-6356	
Title I, Part A	Mary Boyle	Deputy Assistant Superintendent Ed Se		(916) 645-6350	mboyle@wpusd.k12.ca.us
	<input type="checkbox"/> Contact is N/A				
Title I, D, Neglected or Delinquent	Mary Boyle	Deputy Assistant Superintendent Ed Se		(916) 645-6350	mboyle@wpusd.k12.ca.us
	<input type="checkbox"/> Contact is N/A				
Parent/Family Involvement	Mary Boyle	Deputy Assistant Superintendent Ed Se		(916) 645-6350	mboyle@wpusd.k12.ca.us
	<input type="checkbox"/> Contact is N/A				
Title II, Part A (Teacher Quality)	Mary Boyle	Deputy Assistant Superintendent Ed Se		(916) 645-6350	mboyle@wpusd.k12.ca.us
	<input type="checkbox"/> Contact is N/A				
Title III, Part A (LEP/Immigrant)	Mary Boyle	Deputy Assistant Superintendent Ed Se		(916) 645-6350	mboyle@wpusd.k12.ca.us
	<input type="checkbox"/> Contact is N/A				

H.S.28

2010-11 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.	Agency: Western Placer Unified CD code: 3 1 6 6 9 5 1
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CDE Contact: *Linda Parker 916-319-0297 LParker@cde.ca.gov*

Title IV (SDFSC)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name</td> <td>Mary Boyle</td> <td style="width: 30%;">Title</td> <td>Deputy Assistant Superintendent Ed Se</td> <td style="width: 10%;">Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350 Ext.</td> <td>FAX</td> <td></td> <td>E-mail</td> <td>mboyle@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Deputy Assistant Superintendent Ed Se	Salutation		Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us
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<input type="checkbox"/> Contact is N/A	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name</td> <td>Mary Boyle</td> <td style="width: 30%;">Title</td> <td>Deputy Assistant Superintendent Ed Se</td> <td style="width: 10%;">Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350 Ext.</td> <td>FAX</td> <td></td> <td>E-mail</td> <td>mboyle@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Deputy Assistant Superintendent Ed Se	Salutation		Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us
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Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us								

Foster Youth Education Liaison	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name</td> <td>Mary Boyle</td> <td style="width: 30%;">Title</td> <td>Deputy Assistant Superintendent Ed Se</td> <td style="width: 10%;">Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350 Ext.</td> <td>FAX</td> <td></td> <td>E-mail</td> <td>mboyle@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Deputy Assistant Superintendent Ed Se	Salutation		Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us
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Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us								

School Safety & Violence Prevention AB 1113, 1999	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name</td> <td>Mary Boyle</td> <td style="width: 30%;">Title</td> <td>Deputy Assistant Superintendent Ed Se</td> <td style="width: 10%;">Salutation</td> <td></td> </tr> <tr> <td>Phone</td> <td>(916) 645-6350 Ext.</td> <td>FAX</td> <td></td> <td>E-mail</td> <td>mboyle@wpusd.k12.ca.us</td> </tr> </table>	Name	Mary Boyle	Title	Deputy Assistant Superintendent Ed Se	Salutation		Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us
Name	Mary Boyle	Title	Deputy Assistant Superintendent Ed Se	Salutation									
Phone	(916) 645-6350 Ext.	FAX		E-mail	mboyle@wpusd.k12.ca.us								

4.5.29

**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:

Approval of Low Bidder for Cellular Services for the District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Bob Lyons,
Director of Technology

ENCLOSURES:

No

DEPARTMENT:

Technology

FINANCIAL INPUT/SOURCE:

General Funds

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The District is required to advertise for telecommunication-related services on the District website on an annual basis if e-Rate discounts are sought. The District has advertised our cellular service as part of this telecommunication package for the 2011-2012 fiscal year. An RFP covering wireless services was posted to the District website and advertised in the local newspaper as required under e-Rate requirements

This year our e-Rate discount is 60% on all eligible services, providing the district substantial savings. The e-Rate funding of the total wireless cost of \$14,400 is \$8640, reducing the district portion to \$5760. The District is currently paying month-to-month but staff is considering a one year contract with an option to extend up to five years.

Staff received a wireless proposal from Sprint. Staff has evaluated this proposal against our current vendor Verizon Wireless. After comparing rate plans, staff recommends Verizon for the 2011-2012 school year.

RECOMMENDATION:

Approve Verizon Wireless for district cellular service for 2011-2012.

4.6

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

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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/
Stipulated Expulsion
Student #09-10 N

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Administration

ENCLOSURES:

Yes

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

No

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

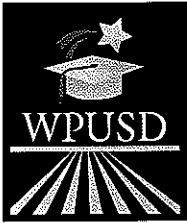
BACKGROUND:

The Board of Trustees will take action to approve the Expulsion Re-Entry for Student 09-10 N.

RECOMMENDATION:

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

4.7



**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

January 19, 2011

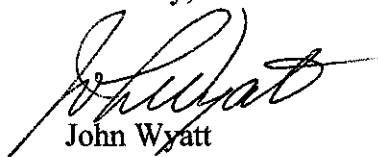
Board of Trustees
Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648

**RE: Expulsion Re-entry Conference
Student #09-10 N-Expulsion**

This letter is to inform you that on Wednesday January 19, 2011 I met with Student #09-10 and his parents regarding his re-entry to Western Placer Unified School District under the expulsion conditions set in the Expulsion conditions on May 11, 2010.

The student has successfully met the re-entry conditions set by the board and may re-enroll in the Western Placer Unified School District.

Sincerely,



John Wyatt
Administrative Hearing Officer

4.7.1

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

SUBJECT:

LEA Title I Part A Waiver

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Mary Boyle

ENCLOSURES:

LEA Title I Part A Waiver

Application

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Title I Funding

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND

Annually, Title I schools that are newly identified to Program Improvement (PI) and those that are continuing in the program must notify parents of their status at least 14 days before school starts. However, the California Department of Education does not alert schools nor districts to their PI status until after school starts. In order to meet notification requirements and allow notification outside of the prior 14 day requirement, a Title I Part A Waiver can be filed. Families of PI schools were notified once the PI status was received.

The attached Local Educational Agency (LEA) Title I Part A Waiver Application will allow our district and schools to meet this notification requirement.

ADMINISTRATION RECOMMENDATION:

Approve LEA Title I Part A Waiver Application.

4.8

Local Educational Agency Title I, Part A Waiver Application

January 2011

Submit completed application to:
California Department of Education (CDE) at
TitleIWaivers@cde.ca.gov

Completed Applications (Word format only
please, not PDF) are due to the CDE by
Friday, January 28, 2011, at 5 p.m. PST

4.8.1

Application instructions: Please select your local educational agency (LEA) name from one of the text boxes below.

- a. For Districts: In the text box labeled "Districts" select your LEA from the pull-down menu. **The list does not include charter schools.** Please verify that your District name and 14-digit county-district-school (CDS) code are correct.
- b. For Charters: In the text box labeled "Charters," select your school from the pull-down menu. Please verify that your Charter name and 14-digit CDS code are correct.
- c. Manual Entry: If your LEA is not listed in the pull-down menus, enter your LEA name and 14-digit CDS code in the box labeled "Manual Entry." Example of format: School Name -- 01012340123456

Note – All fields for school names will allow up to 100 characters. Once you make a selection in one of the text boxes below, the form will be locked with that entry. If you make an incorrect entry, check the "Enable fields to change data selection" box below the pull-down menus. Click **once** to change the data entered in your current field; **double click** to choose a different field. This will reset the default and allow you to correct the error. **This correction can only be made once.**

If you have problems entering your district or charter name, please call Mary Payne, Staff Services Analyst, School Support and Title I Basic Office, by phone at 916-319-0379.

For districts only. This pull-down list DOES NOT include charter schools.

Districts:

For charter schools only. This pull-down list contains charter schools ONLY.

Charters:

If your school name is not listed or pull-down menus are not functional, manually enter your district or charter name WITH the 14-digit CDS code in this format; School Name -- 01012340123456.

Direct questions about this form's functionality to Mary Payne by email at mpayne@cde.ca.gov
If you are not sure of your CDS Code, query the school directory.

Manual Entry:

Enable fields to change data selection.

Person Completing This Report: Lynn Kelso

Person Completing Position/Title: Support Program Specialist - Intervention

Contact E-mail Address: lkello@wpusd.k12.ca.us

Contact Phone Number: 916 645-6350

4.8.2

Directions:

- 1) Select the LEA name from the pull-down menu. Refer to the "Directions for enabling macros in a Microsoft Word document" at the following link <http://www.cde.ca.gov/sp/sw/t1/t1paarra.asp> if you experience difficulties with the pull-down menu.
- 2) Enter the contact information of the person completing this report in the space provided.
- 3) Read the Assurance Statement and Signature page and the assurances related to each waiver request. Select the chosen waiver(s) by checking the appropriate box.
- 4) Print the application and obtain the signatures of the LEA superintendent and the local governing board president on page five. Retain this copy of the assurances and any supporting documentation for compliance monitoring purposes.
- 5) A copy of the local governing board agenda and board minutes reflecting approval of the Title I, Part A LEA Waiver Application will be maintained and made available for compliance monitoring. **Note: Local board approval is not required prior to submission of the application.**
- 6) **Save this application electronically and send as an e-mail attachment (Word format only please, not PDF) to TitleIWaivers@cde.ca.gov. Please include your LEA name and (CDS) code.**

483

The LEA requests the following:

Section I. Waivers of Title I, Part A, Statutory and Regulatory Requirements

- (a) To offer supplemental educational services (SES) to eligible students in Title I schools in PI Year 1 (a year earlier than the law normally requires) in addition to offering Choice options to students in PI schools, and to count the costs of providing SES to those students toward meeting the LEA's 20 percent obligation.

See assurances and explanation for **Section I. (a)** on page 5 of this application.

- (b) Exemption from the requirement for a local educational agency (LEA) to provide parents of eligible students with notice of their public school choice (Choice) options at least 14 days before the start of the school year. This waiver would apply only with respect to students in schools that are newly identified for improvement for the 2010–11 school year.

See assurances and explanation for **Section I. (b)** on page 5 of this application.

4.8.4

**Title I, Part A – Local Educational Agency (LEA)
Assurance Statement and Signature Page**

The LEA certifies that:

- 1) All applicable state and federal statutory and regulatory requirements will be met by the LEA and information contained in this Title I, Part A LEA Waiver Application is correct and complete.
- 2) Legal assurances for all individual waiver applications are accepted as the basic legal condition for the operation of programs and assurances with original signatures retained by the LEA for compliance monitoring.
- 3) A copy of the local governing board agenda and board minutes reflecting approval of the Title I, Part A LEA Waiver Application will be maintained and made available for compliance monitoring. Original signatures of the LEA superintendent, or designee, and board president for the Title I, Part A LEA Waiver Application are on file.

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Waiver Application is correct and complete. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Application are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

In addition, the LEA agrees to submit any additional information pertaining to the application as requested to the California Department of Education (CDE). The CDE will provide directions and guidance pertaining to any additional requested information.

Superintendent Signature

Date

Board President Signature

Date

4.8.5

I. (a) Waiver of the Title I, Part A Statutory and Regulatory Requirements

Local Educational Agency (LEA) Waiver Application to have the flexibility to offer Supplemental Educational Services (SES) to eligible students in Title I schools in Program Improvement (PI) Year 1 (a year earlier than the law normally requires), in addition to offering Choice options to students in those schools, and to count the costs of providing SES to those students toward meeting the LEA's obligation to spend an amount at least equal to 20 percent of its Title I, Part A, Subpart 2 allocation on SES and choice-related transportation (20 percent obligation).

In the absence of such a waiver, an LEA may only count funds spent providing SES to eligible students attending schools in PI Year 2–5, in corrective action, or in restructuring toward its 20 percent obligation (Elementary and Secondary Education Act (ESEA) Section 1116[b][10]; *34 Code of Federal Regulations [CFR] § 200.48*).

As a condition of approval, the LEA hereby assures that, if it is granted this requested waiver, the LEA will ensure that it will meet all statutory and regulatory requirements related to SES in the 2010–11 school year (other than the particular funding requirement being waived).

I. (b) Waiver of the Title I, Part A Statutory and Regulatory Requirements

Local Educational Agency (LEA) Waiver Application to implement a one-year waiver of the 14-day notice requirement to parents of eligible students only in schools that are newly identified for Program Improvement (PI) for the 2010–11 school year, or that could possibly have exited PI, corrective action, or restructuring for the 2010–11 school year but did not.

As a condition of approval, the LEA hereby assures that, for schools that are already identified for PI, corrective action, or restructuring and that cannot exit that status for the 2010–11 school year, even if they make adequate yearly progress (AYP), it will comply with the 14-day notice requirement with respect to students in those schools.

An LEA that offers public school choice (Choice) earlier to students in some schools, then later to students in other schools, hereby assures it will reserve a portion of the available transportation slots for students who receive the later notice.

CDE Use Only

4.8.6

REPORTS

AND

COMMUNICATION

**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:

Kindergarten Registration

AGENDA ITEM AREA:

Report

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Kindergarten Registration Process/
Immunizations

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

ADA

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND

We're gearing up for Kindergarten registration! Children will eligible for kindergarten enrollment in the fall if they turn five years of age on or before December 2, 2011. Registration information is available on the District website as well as at the District Office and at individual elementary school sites. Kindergarten Registration packets will be available at elementary school sites beginning March 7, with the first day to return completed packets to sites being Tuesday, March 15. Families should register their children at their home school of residence, even in the case of requests for intra-district transfers or for overflow situations due to lack of available space. We are anticipating an incoming kindergarten class enrollment of approximately the same size as the current class – 601 students!

Recent legislation (SB1381 – Kindergarten Readiness Act) will have an effect on the kindergarten enrollment age beginning with the school year 2012/2013; it does not have an effect on the coming 2011/12 school year. Beginning in 2012/2013, the age of enrollment moves back one month, with students eligible for kindergarten if they are five on or before November 1; for 2013/14 children must be five on or before October 1; for 2014/15 children must be five on or before September 1. Beginning in 2012/13, children with fall birthdays who would otherwise have been eligible for kindergarten will be eligible for a new district program: Transition Kindergarten. We will be developing plans to implement Transition Kindergarten for qualifying students beginning with the 2012/13 school year.

ADMINISTRATION RECOMMENDATION:

Information only.

6.5

WPUSD
Kindergarten Registration
~ Parent Information For School Year 2011 – 2012 ~

Welcome to Western Placer Unified School District! We are delighted that your child will be joining us for kindergarten next year. We hope that the information below will assist you in completing the kindergarten registration process for your child.

Guidelines to Assist the Kindergarten Registration Process:

- There are NO changes to the age of enrollment for kindergarten children for the 2011/2012 school year. A child must turn 5 on or before December 2, 2011. Recent changes in the law require new guidelines for children's birthdates and kindergarten enrollment in future years, beginning with the 2012/13 school year:
 - 2011/12 – 5 years of age on or before December 2
 - 2012/13 – 5 years of age on or before November 1
 - 2013/14 – 5 years of age on or before October 1
 - 2014/15 – 5 years of age on or before September 1
- Registration will occur at the individual elementary school sites.
- Parents may pick up Kindergarten Registration packets at their child's school site beginning March 7, 2011.
- Parents may return completed packets to school sites beginning Tuesday, March 15, 2011 (not before).
- Required Immunization Information will be included in the Kindergarten Registration packet:
 - Immunizations must be current when registration materials are turned in.
 - If only the FINAL required immunization (Polio, DPT, MMR) is incomplete, the school will accept the packet, but the child will not be enrolled in a class until all the immunizations are complete.
 - Any exceptions to this must be approved by the District Nurse.
 - **Required Immunizations:**
 - **DTP** - 5 doses (4 doses are acceptable if the 4th dose has been given on or after the 4th birthday)
 - **Polio** – 4 doses (3 doses are acceptable if the 3rd dose has been given on or after the 4th birthday)
 - **Hepatitis B** – 3 doses
 - **MMR** – 2 doses
 - **Varicella** – 1 dose

6.5.1

WPUSD Kindergarten Registration

Immunizations must be current when registration materials are turned in.

If only the FINAL required immunization (Polio, DPT, MMR) is incomplete, the school will accept the packet, but the child may not be enrolled in a class until all the immunizations are complete.

Thank you.

6.5.2

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.

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

SUBJECT:

Approval of Low Bidder for e-Rate Wiring Upgrade
Projects at Creekside Oaks Elementary and Glen Edwards
Middle Schools

AGENDA ITEM AREA:

Action

REQUESTED BY:

Bob Lyons,
Director of Technology

ENCLOSURES:

Yes

DEPARTMENT:

Technology

FINANCIAL INPUT/SOURCE:

Tech Budget Funds
e-Rate Funds

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The District is requesting from e-Rate new networking equipment and wiring upgrades for Creekside Oaks Elementary and Glen Edwards Middle Schools. This upgrade will increase the security, speed and reliability of the network. All projects were posted for public bidding.

The low cabling bidder was Network Management Corporation; Western Blue was the low bidder for networking equipment; Netvad was the low bidder for wireless equipment; DecoTech was the low bidder for the digital video equipment. The district would receive approximately \$500,000 of upgrades for approximately \$100,000, due to these schools qualifying for e-Rate funding. All bids are subject to e-Rate funding.

Even if the project is approved by e-Rate, the Board has the option to not go forward with the projects. The Technology Department will cover the district costs of the upgrade through its departmental budget.

RECOMMENDATION:

Approve the low bidders for e-Rate wiring and network upgrades, pending e-Rate funding.

**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:

Adoption of Revised/New
Policies/Regulations/Exhibits

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

These new and revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- AR/BP 4112.2 Certification
- AR 4117.7 Employment Status Reports
- BP/AR 4118 Suspension/Disciplinary Action

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

MANUAL MAINTENANCE GUIDESHEET

Page 1 of 1

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
BP/AR 4112.2	BP/AR 4112.2	<u>Certification</u> <u>Replace</u> BP/AR. Updated policy contains note reflecting NEW LAW (SB 1104) which revises the requirements for designated subjects career technical education credentials. Policy also clarifies options available to districts when no credentialed teacher or intern is available and adds language on Board responsibilities for approving a Declaration of Need for Fully Qualified Educators and a notice of intent to employ a person with a provisional internship permit. Updated regulation revises section on "Basic Skills Proficiency Test" to reflect NEW LAW (SB 1186) which exempts persons with specified qualifications from the requirement to pass the CBEST and which clarifies that holders of career technical education credentials do not need to take the CBEST or a district proficiency test. Regulation also revises section on "Short-Term Staff Permit" to reflect REVISED TITLE 5 REGULATIONS which define "acute staffing need" for purposes of justifying the issuance of the permit; adds new sections on "Visiting Faculty Permits" and "Credential Waiver/Long-Term Substitute' Emergency Permits"; and revises section on "Emergency Substitute Teaching Permits" to clarify requirements.
AR 4117.7	AR 4117.7	<u>Employment Status Reports</u> <u>Replace</u> AR. Revised regulation contains new note re: NEW LAW (SB 1110) which requires the CTC to suspend an individual's credential upon receipt of notice that another state has taken action to revoke that credential. Regulation also contains material formerly included in AR 4118 re: details of district notification to the CTC when an employee is charged with a "mandatory leave of absence offense."
BP/AR 4118	BP/AR 4118	<u>Suspension/Disciplinary Action</u> <u>Replace</u> BP/AR. Policy revised to add material, formerly included in AR, which requires the Superintendent to notify the CTC when an employee has been charged with a "mandatory leave of absence offense." Specifics of the notification moved to AR 4117.7 - Employment Status Reports. Updated regulation revised to reflect NEW LAW (SB 1370) which prohibits the suspension or discipline of an employee for protecting a student's free speech or press rights. Regulation contains new notes re: NEW LAWS (SB 1105 and 1303) which expands the definition of conviction of a sex offense to include a plea of no contest and requires reimbursement of an employee's pay upon successful completion of a drug diversion program.

7.2.1

CERTIFICATION

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications possess the appropriate credential or permit from the Commission on Teacher Credentialing (CTC) authorizing their employment in such positions.

- (cf. 4111 - Recruitment and Selection)*
- (cf. 4112.21 - Interns)*
- (cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)*
- (cf. 4112.23 - Special Education Staff)*
- (cf. 4112.5/4312.5 - Criminal Record Check)*
- (cf. 4113 - Assignment)*
- (cf. 4116 - Probationary/Permanent Status)*
- (cf. 4121 - Temporary/Substitute Personnel)*
- (cf. 4131.1 - Beginning Teacher Support/Induction)*
- (cf. 5148 - Child Care and Development)*
- (cf. 6178 - Career Technical Education)*
- (cf. 6178.2 - Regional Occupational Center/Program)*
- (cf. 6200 - Adult Education)*

All teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act. (20 USC 6319, 7801; 5 CCR 6100-6125)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

~~When a fully credentialed teacher is not available, the district may request that the CTC issue employ a person with a short-term staff permit or provisional internship permit (PIP), visiting faculty permit, emergency permit, or credential waiver under the conditions and limitations provided in state or federal law. As necessary, all teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act. (20 USC 6319, 7801; 5 CCR 6100-6125)~~

When requesting a PIP, the Board shall approve, as an action item at a public Board meeting, a notice of intent to employ the applicant in the identified position. (5 CCR 80021.1)

Before requesting a visiting faculty permit or emergency permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators as an action item at a regularly scheduled public Board meeting. (Education Code 44300.1; 5 CCR 80026)

The Superintendent or designee shall provide support and guidance to noncredentialed teachers in accordance with law to ensure the quality of the instructional program. He/she also may provide assistance and support to staff holding preliminary credentials to help them meet the qualifications required for the professional clear credential.

7.2.2

CERTIFICATION (continued)*(cf. 4131 - Staff Development)**(cf. 4131.1 - Beginning Teacher Support/Induction)**(cf. 4138 - Mentor Teachers)***National Board for Professional Teaching Standards Certification**

The Board of Trustees encourages district teachers to voluntarily seek additional certification from the National Board for Professional Teaching Standards which demonstrates advanced knowledge and teaching skills.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. The Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program contingent upon funding.

*(cf. 4161.3 - Professional Leaves)**Legal Reference:*EDUCATION CODE8360-8370 *Qualifications of child care personnel*32340-32341 *Unlawful issuance of a credential*35186 *Complaints regarding teacher vacancy or misassignment*41520-41522 *Teacher Credentialing Block Grant*42647 *Drawing of Eligibility to issue warrants*44066 *Limitations on certification requirements*44200-44399 44405 *Teacher credentialing, especially:*44225.6 *CTC annual report on availability of teachers*44250-44277 *Credential types; minimum requirements.*44251 *Period of credentials*44252 *Standards and procedures for issuance; proficiency testing of basic skills*44252.5 *State basic skills assessment required for certificated personnel*44258.9 *Monitoring of teacher assignments by county superintendent*44259 *Minimum requirements for teaching credential*44259.5 *Standards for teachers of all students, including English language learners*44270.3-44270.4 *Out of state credentials, administrative services*44274.2-44274.4 *Out of state credentials*44277 *Requirements for maintaining valid credentials*44279.1-44279.7 *Beginning Teacher Support and Assessment Program (BTSA)*44300-44302 *Emergency permits and visiting faculty permits*44320.2 *Teachers Performance Assessment*44325-44329 *District interns*44330-44355 *Certificates and credentials*44380-44387 *Alternative certification program*44395-44399 *National Board for Professional Teaching Standards*44420-44440 *Revocation and suspension of credentials*44450-44468 *University internship program**Legal Reference: (see next page)*

7.2.3

CERTIFICATION (continued)***44560-44562 Certificated Staff Mentoring Program****44464 Period of validity of internship credential**44468 Early completion of internship program**44500-44508 Peer Assistance and Review Program for Teachers**44662 Performance evaluation; Stull Act review**44735 Teaching as a priority block grant**44830-44929 Employment of certificated persons; requirement of proficiency in basic skills**56060-56063 Substitute teachers in special education**90530 Recruitment Centers***CODE OF REGULATIONS, TITLE 5***6100-6125 Teacher qualifications, No Child Left Behind Act**80001-80674.6 Commission on Teacher Credentialing***UNITED STATES CODE, TITLE 20***6311 Parental notifications**6312 ~~District~~ Title I plan local education agency plan**6319 Highly qualified teachers**7801 Definitions, highly qualified teacher***CODE OF FEDERAL REGULATIONS, TITLE 34***200.55-200.57 Highly qualified teachers**200.61 Parent notification regarding teacher qualifications***COURT DECISIONS***Association of Mexican-American Educators et. al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534****Management Resources:*****CSBA POLICY ADVISORIES***Teacher Credentialing Commission Eliminates Emergency Permits, August 2003***COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE***03-0021 Alignment of Emergency Permits and Credential Waivers with No Child Left Behind**08-11 Approval of Amendments to Title 5 Regulations Pertaining to Multiple Subject, Single Subject or Education Specialist Short-Term Staff Permit, July 18, 2008**08-09 New Online Credential View and Print Process, July 3, 2008**07-23 Visiting Faculty Permit, December 14, 2007**07-19 Designated Subjects Career Technical Education Teaching Credential, December 14, 2007***COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS***Teacher Supply in California: A Report to the Legislature, April 2008**Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002**The Administrator's Assignment Manual, rev. September 2007**Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, rev. March 2007 September 2001**California Standards for the Teaching Profession, July 1997***U.S. DEPARTMENT OF EDUCATION GUIDANCE***Improving Teacher Quality State Grants, rev. October 5, 2006 December 19, 2002****Management Resources: (see next page)***

7.2.4

CERTIFICATION (continued)

Management Resources: (continued)

WEB SITES

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

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

California Teacher Credentialing Examinations: <http://www.ctcexams.nesinc.com>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

*Commission on Teacher Credentialing, Commission's Information Guide (for employers' use only):
<http://www.ctc.ca.gov/credentials/cig>*

National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.2.5

CERTIFICATION

Registration

Each person employed by the district for a position requiring certification qualifications shall, within 60 days after beginning employment, register with the district a valid credential issued by the Commission on Teacher Credentialing (CTC) authorizing the person to work in that position. Certificated employees also shall register renewed credentials within 60 days after the renewal. (Education Code 42647, 44332.5, 44857)

Basic Skills Proficiency Test

~~Prior to being hired by the Board of Trustees, all certificated persons, whether The district shall not initially hired on a permanent, temporary, or substitute basis a certificated person seeking employment in the capacity designated in his/her credential unless that person has passed the California Basic Educational Skills Test (CBEST) in reading, writing, and mathematics or is specifically exempted from the requirement, shall pass a basic skills proficiency test in reading, writing, and mathematics, unless specifically exempted from this requirement by law or by fulfilling an alternative indicator of basic proficiency authorized by law. (Education Code 44252, 44252.6, 44830)~~

~~Certificated persons who have not held a position requiring certification within 39 months of employment and who have not taken the state basic skills proficiency test may be hired as temporary employees, provided they pass a basic skills proficiency test developed and administered by the district. Such employees shall subsequently take the state test within one year of employment. (Education Code 44830)~~

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

The district may hire a certificated teacher who has not taken the CBEST if he/she has not yet been afforded the opportunity to take the test. The employee shall take the test at the earliest opportunity and may remain employed by the district pending the receipt of his/her test results. (Education Code 44830)

7,2,6

CERTIFICATION (continued)

An out-of-state prepared teacher shall complete the CBEST requirement within one year of being issued a California preliminary credential by the CTC unless he/she has completed a basic skills proficiency test in another state or is otherwise exempted by law. An out-of-state prepared teacher applying to the CTC for a one-year nonrenewable credential pending completion of the CBEST requirement shall pass the district's basic skills proficiency test which is at least equivalent to the district test required for high school graduation. (Education Code 44252, 44274.2)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency)

(cf. 6162.5 - High School Exit Examination)

A person holding or applying for a designated subjects special subjects credential which does not require possession of a bachelor's degree shall pass the district proficiency test in lieu of the CBEST. (Education Code 44252, 44830)

The district shall charge a fee to cover the costs of developing, administering, and grading the district proficiency test.

~~Persons holding a designated subjects/special subjects credential or vocational designated subject credential shall not be required to take the state basic skills proficiency test unless their specific credential requires the possession of a baccalaureate degree. Instead, these persons shall be assessed with district proficiency criteria established by the Board for these credentials, which shall be at least equivalent to the district test required for graduation from high school. (Education Code 44252, 44830)~~

Out-of-State/Country Credentials

~~The district may employ an out-of-state applicant who has met the requirements for a preliminary or professional clear credential from the Commission on Teacher Credentialing (CTC) pursuant to Education Code 44252, 44274.2, and 44275.4.~~

~~*(cf. 4112.5/4312.5 - Criminal Record Check)*~~

~~*(cf. 4131.1 - Beginning Teacher Support/Induction)*~~

Short-Term Staff Permit and Provisional Internship Permits

~~Whenever there is a need to fill a classroom immediately based on an unforeseen need, The district may request that the CTC issue a short-term staff permit (STSP) to an applicant who meets the qualifications specified in 5 CCR 80021 **whenever there is a need to immediately fill a classroom based on an acute staffing need, including, but not limited to, the following circumstances:** In such cases, the district shall: (5 CCR 80021)~~

CERTIFICATION (continued)

1. **Enrollment adjustments require the addition of another teacher.**
2. **The teacher of record is unable to finish the school year due to approved leave or illness.**
3. **The applicant needs additional time to complete preservice requirements for enrollment into an approved internship program.**

(cf. 4112.21 - Interns)

4. **The applicant is unable to enroll in an approved internship program due to timelines or lack of space in the program.**
5. **A third-year extension of an internship program is unavailable or the applicant has withdrawn from an internship program.**

When requesting issuance of an STSP, the district shall submit to the CTC: (5 CCR 80021)

1. **Verification** that it has conducted a local recruitment for the ~~short-term staff~~ permit being requested
2. **Verification** that it has provided the permit holder with orientation to the curriculum and to instruction and classroom management techniques, and has assigned a mentor teacher for the term of the permit

(cf. 4131 - Staff Development)

(cf. 4138 - Mentor Teachers)

3. ~~Submit~~ **Written justification** for the permit signed by the Superintendent or designee

The holder of an STSP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021)

Provisional Internship Permit

The district may request that the CTC issue a provisional internship permit to an applicant who meets the qualifications specified in 5 CCR 80021.1 whenever a suitable credentialed teacher cannot be found after a diligent search. The district shall verify **all of the following** ~~that:~~ (5 CCR 80021.1, **80026.5**)

7.2.8

CERTIFICATION (continued)

1. A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern as evidenced by documentation of the search.

(cf. 4112.21 - Interns)

The search shall include, but not be limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media.

(cf. 4111 - Recruitment and Selection)

2. Orientation, guidance, and assistance will be provided to the permit holder as specified in 5 CCR 80026.5.

The orientation shall include, but not be limited to, an overview of the curriculum the **permit holder** teacher is expected to teach and effective instruction and classroom management techniques at the permit holder's assigned level. The Superintendent or designee shall assign an experienced educator to guide and assist each permit holder. (5 CCR 80026.5)

3. The district will assist the permit holder in developing a personalized plan through a district-~~selected~~defined assessment that would lead to subject-matter competence related to the permit.

4. The district will assist the permit holder to seek and enroll in subject-matter training, such as workshops or seminars and site-based courses, along with training in test-taking strategies, and **shall** will assist the permit holder in meeting the credential subject-matter competence requirement related to the permit.

5. A notice of intent to employ the applicant in the identified position has been made public.

The district shall submit a copy of the agenda item presented at a public Board meeting which shall state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s), and grade(s) that he/she will be teaching, and that the applicant will be employed on the basis of a provisional internship permit (PIP). The district also shall submit a signed statement from the Superintendent or designee that the agenda item was acted upon favorably.

6. The candidate has been apprised of steps to earn a credential and enroll in an internship program.

7.29

CERTIFICATION (continued)

The holders of a PIP may be assigned either of the above permits shall be authorized to provide the same service as a holder of a multiple subject, single subject, or education specialist teaching credential in accordance with the authorizations specified on the permit. (5 CCR 80021, 80021.1)

Visiting Faculty Permits

The district may request that the CTC issue a visiting faculty permit authorizing an individual to teach in departmentalized classes if he/she has at least three years full-time teaching experience at an accredited postsecondary institution, possesses a master's degree in a subject area closely related to the subject he/she proposes to teach, and meets other qualifications specified in law. In such cases, the district shall provide the CTC with both of the following: (Education Code 44300.1)

- 1. Annual documentation that the district has implemented a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, and participating in job fairs in California, but has been unable to recruit a sufficient number of certificated teachers to teach the subject matter that the visiting faculty member proposes to teach**
- 2. The Board-adopted Declaration of Need for Fully Qualified Educators based on the documentation set forth in item #1**

Credential Waiver/"Long-Term Substitute" Emergency Permits

If the district is unable to place at a school site a teacher who has completed a teacher preparation program, the district shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

- 1. A candidate who is qualified to participate in and enrolls in an approved internship program in the region of the district**
- 2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is provided orientation, guidance, and assistance by the district**

If an individual who meets the criteria specified in item #1 or 2 above is not available to the district, the district may, as a last resort, request from the CTC a credential waiver or an emergency permit for the assignment of an individual who does not meet those criteria. (Education Code 44225.7; 5 CCR 80023, 80026)

7.2.10

CERTIFICATION (continued)

The district may request an emergency permit authorizing resource specialist, Crosscultural, Language and Academic Development (CLAD), Bilingual, Crosscultural, Language and Academic Development (BCLAD), or library media services.

In order to request an emergency permit, the district shall annually submit the Board-approved Declaration of Need for Fully Qualified Educators on a form provided by the CTC, including certification that the district has made reasonable efforts to recruit a fully prepared teacher for the assignment. (Education Code 44225.7; 5 CCR 80023, 80026)

The Superintendent or designee shall provide any first-time recipient of an emergency teaching permit with an orientation to teaching which shall, to the extent reasonably feasible, occur before he/she begins a teaching assignment. The orientation shall include, but not be limited to, the curriculum the teacher is expected to teach and effective techniques of classroom instruction at the assigned grade-level span. The emergency permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience. (5 CCR 80026.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

Emergency Substitute Teaching Permits

The district may employ, for day-to-day substitute teaching, at any grade level, a person with an emergency substitute permit issued by the CTC with the following restrictions:

1. A person **holding an emergency with a 30-day emergency substitute permit, or any valid teaching or services credential that requires at least a bachelor's degree and completion of the CBEST**, shall not serve as a substitute for more than 30 days for any one teacher during the school year. **He/she shall not serve as a substitute in a special education classroom for more than 20 days for any one teacher during the school year.** (5 CCR 80025, 80025.3, 80025.4)
2. A person with an emergency career substitute teaching permit shall not serve as a substitute for more than 60 days for any one teacher during the school year. (5 CCR 80025.1)

7.2.11

CERTIFICATION (continued)

3. A person with an emergency substitute permit for prospective teachers shall not serve as a substitute for more than 30 days for any one teacher during the school year and not more than 90 days total during the school year. (5 CCR 80025.2)
4. ~~A person authorized for day-to-day substitute teaching shall not serve as a special education substitute for more than 20 days for any one teacher during the school year. (5 CCR 80025.4)~~
5. A person with an emergency substitute permit for **career technical education shall teach only in a program of technical, trade, or** vocational education and shall not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025.5)

Before employing any person **with an emergency substitute permit** pursuant to **item #1 or 4 above**, ~~5 CCR 80025 or 80025.5~~, the Superintendent or designee shall prepare and keep on file a signed Statement of Need **for the school year**. The Statement of Need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person does not meet the district's specified employment criteria. (5 CCR 80025, 80025.5)

Regulation
approved: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.2.12

EMPLOYMENT STATUS REPORTS

Within 30 days of any change in the employment status of a credential holder working in a position requiring a credential made as a result of an allegation of misconduct, the Superintendent shall report the change to the Commission on Teacher Credentialing (CTC). The report shall be made whenever one of the following actions is taken as a result of alleged misconduct: (Education Code 44242.5; 5 CCR 80303)

1. Dismissal

(cf. 4117.4 - Dismissal)

2. Nonreelection/nonreemployment

(cf. 4117.6 - Decision Not to Rehire)

3. Suspension for more than 10 days

(cf. 4118 - Suspension/Disciplinary Action)

4. Placement on unpaid administrative leave for more than 10 days pursuant to a final adverse employment action

5. Resignation or other departure from employment

(cf. 4117.2 - Resignation)

6. **Termination by a decision not to employ or reemploy**

The report shall contain all known information about each alleged act of misconduct by the employee. (5 CCR 80303)

The report shall be made regardless of any proposed or actual agreement, settlement or stipulation between the district and the employee not to make such a report. The report shall also be made if the allegations are withdrawn in consideration of the employee's resignation, retirement or other failure to contest the truth of the allegations. (5 CCR 80303)

The Superintendent shall inform the employee in writing of the contents of 5 CCR 80303 upon a change in employment status as a result of alleged misconduct. (5 CCR 80303)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Within 10 days after receipt of a complaint, information, or indictment regarding an employee who has been charged with a "mandatory leave of absence offense" (defined as a sex or drug offense specified in Education Code 44940), the Superintendent or designee shall forward a copy of the received documents to the CTC. In addition, he/she shall report to the CTC any action taken in connection with extending the

7.2.13

EMPLOYMENT STATUS REPORTS (continued)

employee's mandatory leave beyond the initial period. (Education Code 44940, 44940.5)

(cf. 4118 - Suspension/Disciplinary Action)

Notice of Other Violations

The Superintendent or designee may notify the Commission on Teacher Credentialing of any of the following: (Education Code 44242.5)

1. A complaint received by the district regarding a credential holder's alleged sexual misconduct

The notice shall contain all of the following information: (5 CCR 80304)

- a. Name of the employee alleged to have engaged in the sexual misconduct
- b. Name, age and address of each victim of the alleged sexual misconduct
- c. A summary of all information known to the district regarding the alleged sexual misconduct
- d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.7 - Sexual Harassment)

2. ~~Refusal, without good cause,~~ **An employee's refusal, without good cause** to fulfill a valid employment contract, or departure from district service without the consent of the Superintendent or Board (Education Code 44420)
3. **An employee's** knowing and willful use of student records in connection with, or in implicit or explicit attempts to recruit a student to be a customer for, any business owned by the credential holder or in which the credential holder is an employee (Education Code 44421.1)
4. **An employee's** knowing and willful reporting of false fiscal expenditure data relative to the conduct of any educational program (Education Code 44421.5)

Legal Reference: (see next page)

7.2.14

EMPLOYMENT STATUS REPORTS (continued)

Legal Reference:

EDUCATION CODE

44009 *Conviction of specified crimes*

44010 *Sex offense - definitions*

44011 *Controlled substance offense - definitions*

44225 *Powers and duties of the Commission on Teacher Credentialing*

44242.5 *Reports and review of alleged misconduct*

44420-44440 *Adverse actions by CTC against credential holder*

44940 *Sex offenses and narcotic offenses; compulsory leave of absence*

44940.5 *Compulsory leave of absence*

CODE OF REGULATIONS, TITLE 5

80303 *Reports of change in employment status, alleged misconduct*

80304 *Notice of sexual misconduct*

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007

WEB SITES

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

CTC: <http://www.ctc.ca.gov>

Regulation
approved: September 4, 2007
revised :

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.2.15

SUSPENSION/DISCIPLINARY ACTION

The Board of Trustees **expects** ~~desires that~~ all employees to exhibit professional and appropriate conduct and serve as positive role models **both** at school and in the community. **An employee may be suspended or disciplined for unprofessional or inappropriate** Unacceptable conduct shall ~~be subject to disciplinary action~~ in accordance with law, **the district's** collective bargaining agreement, Board policy and administrative regulations.

(cf. 4000 - Concepts and Roles)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4117.4 - Dismissal)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4141/4241 - Collective Bargaining Agreement)

~~The Superintendent or designee shall develop administrative regulations that identify types of misconduct and possible consequences. Disciplinary actions may include, but not be limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave and dismissal.~~

The Superintendent or designee may take disciplinary action as he/she deems appropriate in light of the particular facts and circumstances involved **and based on the severity of the misconduct. Disciplinary actions may include, but not be limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.** He/she shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

The Superintendent or designee shall ensure that, consistent with law, disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Complaints Concerning Discrimination in Employment)
(cf. 4117.4 - Dismissal)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.1/4219.4319.1 - Civil and Legal Rights)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

In accordance with law, the Superintendent or designee shall notify the Commission on Teacher Credentialing when the status of a credentialed employee has been changed as a result of alleged misconduct.

(cf. 4117.7 - Employment Status Reports)

Legal Reference: (see next page)

7.2.16

SUSPENSION/DISCIPLINARY ACTION (continued)

Legal Reference:

EDUCATION CODE

44008 Effect of termination of probation

44009 Conviction of specified crimes

44010 Sex offense - definitions

44011 Controlled substance offense – definitions

44242.5 Reports and review of alleged misconduct

44425 Conviction of a sex or narcotic offense

44660-44665 Evaluation and assessment of performance of certificated employees

44830.1 Criminal record summary certificated employees

44930-44988 Resignations, dismissal, and leave of absence, especially:

~~44932 Grounds for dismissal of permanent employee~~

~~44933 Other grounds for dismissal~~

~~44938 Unprofessional conduct or unsatisfactory performance; notice of charges~~

44940 Sex offenses and narcotic offenses; compulsory leave of absence

~~44940.5 Compulsory leave of absence; procedures; extension; compensation; bond or security; reports~~

~~44942 Suspension or transfer of certificated employee on grounds of mental illness~~

~~44944 Conduct of hearing~~

~~44948.3 Dismissal of employees on probation~~

45055 Drawing of warrants for teachers

48907 Exercise of free speech, expression

48950 Speech and other communication

51530 Advocacy or teaching of communism

GOVERNMENT CODE

3543.2 Scope of representation

HEALTH AND SAFETY CODE

11054 Schedule I; substances included

11055 Schedule II, substances included

11056 Schedule III, substances included

11357-11361 Marijuana

11363 Peyote

11364 Opium

11370.1 Possession of controlled substances with a firearm

PENAL CODE

187 Murder

291 School employees arrest for sex offense

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status

80304 Notice of sexual misconduct

COURT DECISIONS

Crowl v. Commission on Professional Competence (1990) 225 Cal. App. 3d 334 (275 Cal.Rptr. 86)

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007

WEB SITES

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.2.17

SUSPENSION/DISCIPLINARY ACTION

Suspension Without Pay

When a permanent certificated employee's unprofessional conduct is not considered serious enough to warrant dismissal, he/she may be suspended without pay on grounds of unprofessional conduct, following procedures designated in Education Code 44932(b).

A probationary certificated employee may be suspended without pay for a specified period during the school year as an alternative to dismissal following procedures designated in Education Code 44948.3.

Prior to any **disciplinary** action on charges leading to suspension without pay on the grounds of unprofessional conduct, the Superintendent or designee shall give the employee written notice. This written notice shall: (Education Code 44938)

1. Indicate the nature of the employee's unprofessional conduct
2. Cite specific instances of unprofessional behavior
3. Give the employee a 45-day opportunity to correct the misconduct and overcome the ground(s) for the charge(s)
4. Include the evaluation made pursuant to Education Code 44660-44665, if applicable

(cf. 4115 - Evaluation/Supervision)

~~Mandatory Leave of Absence Compulsory Leave~~

Upon being informed that a certificated employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place **the employee** on compulsory a leave of absence. **A mandatory leave of absence offense includes:** any certificated employee who is charged with committing: (Education Code 44830.1, 44940)

1. Any sex offense as defined in Education Code 44010
2. Any offense involving the unlawful sale, use or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055 and 11056, with the exception of marijuana, mescaline, peyote, or tetrahydrocannabinols

(cf. 4117.7 - Employee Status Reports)

Upon receipt of notification from the Department of Justice by telephone that a current temporary employee, substitute employee, or probationary employee serving before March 15 of the **his/her** employee's second probationary year has been convicted of a violent or serious felony, that employee shall be immediately placed on leave without pay. **Upon**

7.2.18

SUSPENSION/DISCIPLINARY ACTION (continued)

receipt of written electronic notification of the conviction from the Department of Justice, such employee shall be automatically terminated and without regard to any other termination procedure. (Education Code 44830.1)

(cf. 4112.5/4312.5 - Criminal Record Check)

~~Upon receipt of written electronic notification of the conviction from the Department of Justice the employee, as specified above, shall be terminated automatically, and without regard to any other termination procedure. (Education Code 44830.1)~~

An employee's The compulsory leave may extend for not more than 10 days after the entry of judgment in the proceedings. However, the Board may extend a certificated employee's compulsory leave by giving notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed in 30 days **from the date of service of the notice** unless he/she demands a hearing. (Education Code 44940, 44940.5)

(cf. 4117.4 - Dismissal)

Employee compensation during the period of compulsory leave shall be made in accordance with Education Code 44940.5.

Optional Leave of Absence

The Board ~~also~~ may require an immediate compulsory leave of absence when a certificated employee is charged with "an optional leave of absence offense" as specified in law. **Such employees shall be subject to the same requirements specified in Education Code 44940.5 regarding extension of the leave, furnishing of a bond, and payment of salaries for employees charged with mandatory leave of absence offenses. (Education Code 44940, 44940.5)**

Protection of a Student's Free Speech or Press Rights

An employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student, or for refusing to infringe on a student's protected conduct, when that student is exercising his/her free speech or press rights pursuant to Education Code 48907 or 48950. (Education Code 48907, 48950)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

(cf. 5145.2 - Freedom of Speech/Expression)

7.2.19

SUSPENSION/DISCIPLINARY ACTION (continued)

~~The Board shall report to the Commission on Teacher Credentialing (formerly the Commission for Teacher Preparation and Licensing) any action it takes in connection with extending a compulsory leave beyond 10 days. (Education Code 44940.5)~~

Regulation
approved: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.2.20

**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:

Comprehensive Safe School Plans

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Safe School Plans

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

California Education Code Sections 32280 – 32288 requires all schools to have a comprehensive Safe School Plan which is updated annually through the School Based Leadership Team (Site Council). The Comprehensive Safe School Plan consists of ten sections, including a section for “A safe and orderly environment conducive to learning” which is also known as the Safe School Plan. The Safe School Plan includes goals for School Climate and for the Physical Environment.

Each of the eleven schools in Western Placer Unified School District has such a comprehensive plan which has been written, reviewed, updated and approved for the SBLT’s. The Safe School Plans are presented to the Board of Trustees annually for approval.

ADMINISTRATION RECOMMENDATION:

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

7.3

Carlin C. Coppin Comprehensive School Safety Plan

2010-2011

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

Approved January 25, 2011

7.3.1

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. Nicole Swagerty - Third Grade Teacher
- Mrs. Jennifer Bowden - Classified Representative
- Mrs. Denise Anderson - Parent Representative
- Mrs. Roseanne Johnson - 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 2010-11 school year to revise and implement the Safe School Plan.

Carlin C. Coppin School's Mission Statement

MISSION STATEMENT: Empower students 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 420, with two to four classes at each grade level. The ethnic makeup is as follows: 69% Caucasian, 27% Hispanic and 4% 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, and 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.

7.3.3₃

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 curriculum as part of the character education offered to our students. In addition, we work toward becoming, "Bucket Fillers," practicing being safe, responsible and respectful. A new program being introduced this spring is Positive Behavior Intervention Support (PBIS). Our motto is simple: Be Safe, Be Responsible, Be Respectful. We are in the process of developing schoolwide rules and expectations for all students. PBIS also includes a family component that supports families in need.
- After-School Programs - The Springboard after-school program is available to all students in grades 1-5. Springboard is taught by a credentialed teacher and features, homework assistance, art, and games. 3-5 grade students also have the opportunity to participate in choir and guitar. 3-5 grade GATE and high achieving students have the opportunity to participate in Odyssey of the Mind.
- Discipline Policies - A site discipline plan is disseminated online or through school office 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 encourage 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 recess.
- 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. 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 designed to keep students safe. 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.

ACTION PLAN:

- Professional Learning Communities- The staff and students at Carlin C. Coppin are heavily involved with Professional Learning Communities. All students who need additional support receive it during a specified intervention time each day. These small groups are targeted specifically toward the needs of the students. Teachers meet weekly to collaborate, review student assessments and then make decisions as to next steps for their struggling students.

- 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.
- In addition to the psychologist, a fieldworker from CSUS also serves our students. On Fridays, she runs Caring About Kids small groups. These students work together learning how to develop appropriate social skills. In some cases, she also may work with small groups who of students experiencing similar family situations such as death or divorce.
- 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 acknowledgement and 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. 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.
- There are guest and parent volunteer procedures for all volunteers who work directly with children in and outside the classroom.

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:

7.3.6 6

Carlin C. Coppin Comprehensive School Safety Plan

2010-2011

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

Approved January 25, 2011

7.3.7

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7.3.8

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7.3.9

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- There are guest and parent volunteer procedures for all volunteers who work directly with children in and outside the classroom.

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:

7.3.12⁶

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 11 schools (7 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. In addition, the City of Lincoln's Citizens on Patrol makes unannounced visits as a means of monitoring pick up and drop off procedures to encourage safe and appropriate behaviors. 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 "clean up" activities that are designed to keep our campus and grounds safe and attractive.
- Classrooms - All classrooms are well maintained. 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. MSDS in staff lounge.

7.3.13 7

Evaluation

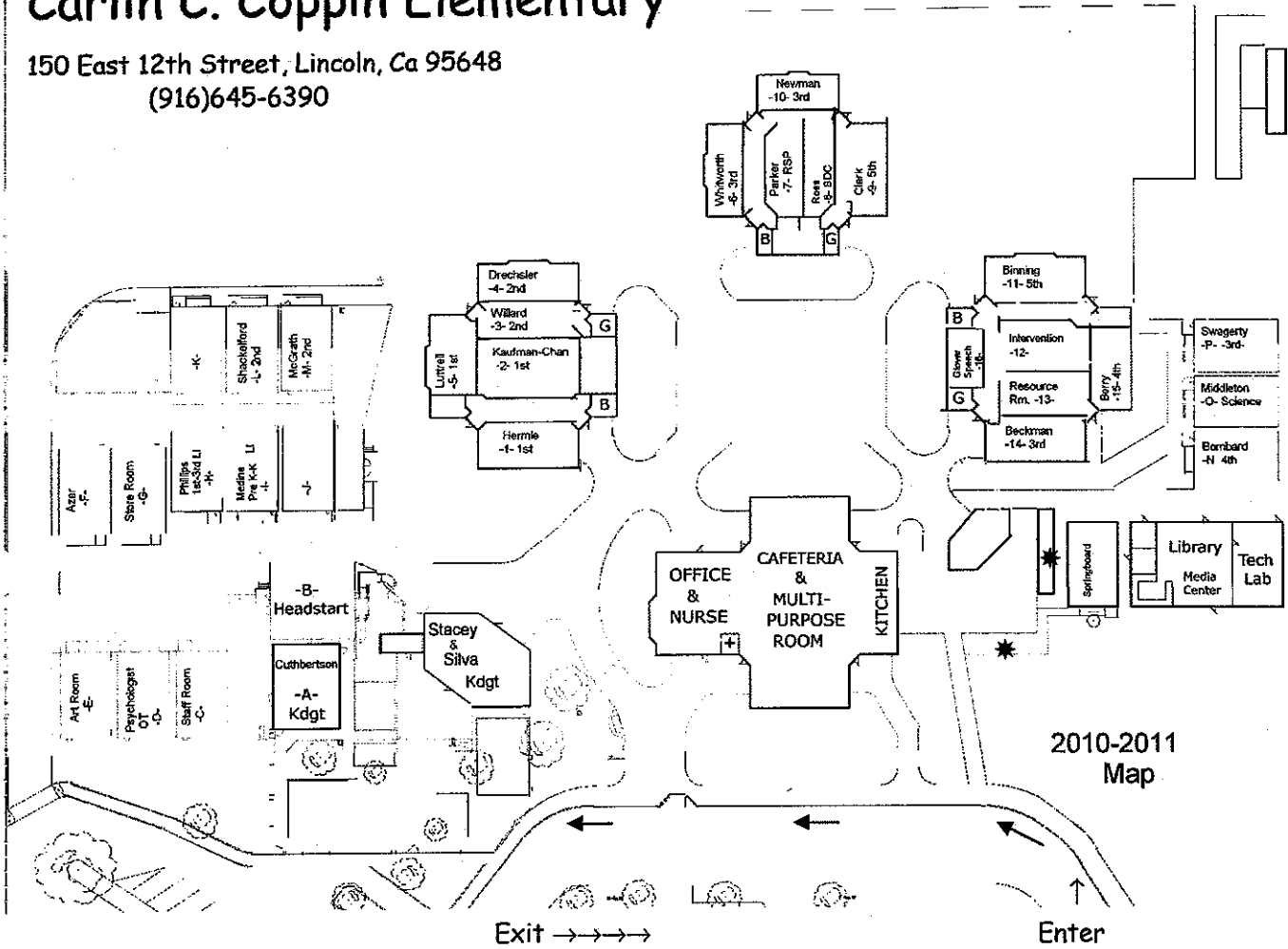
The Carlin C. Coppin Safe School Plan will be evaluated and updated each year. The plan is brought forth to School Site Council on yearly basis for advise or revisions to the plan. The Council and staff may also attend any appropriate training that is available.

7.3.14

Carlin C. Coppin Elementary School Ingress & Egress Map

Carlin C. Coppin Elementary

150 East 12th Street, Lincoln, Ca 95648
(916)645-6390



2010-2011
Map

- ❖ Turn on/ off Gas Line
- ❖ Turn on / off Water Line

7.3.15 9

Emergency Response Procedures

7.3.16

Emergency Evacuation Plan

Evacuation Procedures:

In the event of an emergency that requires evacuation before the regular dismissal time, we will follow these procedures:

Principal will:

- notify all classrooms
- request teachers to release students who ride the bus as soon as the buses arrive at the school.
- direct office personnel to begin notifying families of bus riders
- advise all incoming families to pick up their children directly from the classrooms

Support staff (anyone without a classroom assignment) will:

- report to the front office to assist as needed
- stand outside for bus duty as directed

Teachers will:

- keep all students in their classrooms
- release bus riders when directed
- dismiss students directly to families from the classroom (refer to emergency information on each student).
- maintain a sign-out sheet so there is a written record indicating to whom students were released
- bring remaining students to the multi when directed and remain there until further notice.

In an emergency evacuation situation, students will vacate the school site and be walked across the parking area to the buses which will be parked along the large paving lot on the access road. Teachers are to accompany students on the bus when students are being evacuated to Lincoln High School.

Fire Drills

Fire drills are conducted on a monthly basis for all students and staff.

7.3.17

Carlin C. Coppin School Safety Plan

Disaster Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (end of playground).
3. Teachers are responsible to clear their classrooms and for making sure their doors are locked. Special program teachers will escort their students to designated evacuation area and return their students to the homeroom teacher.
4. Roll will be taken to ensure all students are present. Cards will hold up to signify class attendance.
5. At end of emergency or drill, the "all clear" will be executed.
6. Parents will be notified should there be an evacuation.

Threat requiring evacuation to another site

1. The alarm will be activated with an announcement over the PA system "All students are to return to and remain in their homeroom!"
2. When transportation is available, principal or designee will call for orderly evacuation of the school across the parking area to the buses parked in the gravel area.
 - Staff will bring emergency clip board and emergency folder.
 - Buses will be boarded at the loading zone, unless otherwise stated.
 - Additional emergency equipment (cell phone, radio, etc.) will be secured as time permits.
3. Carlin C. Coppin School will be locked and alarm set.
4. Students and staff will be transported to primary evacuation site Lincoln High School.
5. At the evacuation site, emergency activities will be coordinated jointly by the administration.
6. Carlin C. Coppin School's secondary emergency evacuation site, if necessary, is Glen Edwards Middle School.
7. At the evacuation site, Carlin C. Coppin School students will remain together until released to parents. A sign out process will be used and records kept.

7.3.18

Students with disabilities will be assisted to evacuated areas. All egress and ingress routes can accommodate students with disabilities.

Threat of violence at school

1. Intercom/PA system will be used to notify staff and students to remain in the classroom and to ensure that all doors are securely locked.
 2. Students and staff will remain in "lockdown status" until the "all clear" is given.
- In case of any serious disaster, the office will contact classrooms, library, etc., regarding missing students/personnel. Conversely the classrooms will contact the office.

Shelter in Place procedures
Terri will do an all call
CALL OFFICE

1. Name
2. Grade
3. Location
4. "red" or "green"
5. Identify any missing students

NUMBER TO CALL

Terri - 12	Cindy - 10	Marcie - 15
Silva	Luttrell	Berry
Stacey	Kaufman-Chan	Binning
Cuthbertson	Hermle	Beckman
Headstart	Willard	Glover (Speech)
Azar	Whitworth	Croall
Phillips	Newman	Swagerty
Medina	Parker	Middleton
Shackelford	Ross	Bombard
McGrath	Clark	Bowden
OT/Pysch	Merwin	Springboard
		Kitchen

7.3.19

Creekside Oaks Elementary School

Safe School and Crisis Plan

2010-2011



Written By

**Linda Pezanoski – Principal
School Safety Committee:**

***Lana Parr**

***Karen Wold**

***Annie Larsen**

***Tracy Pellegrino**

***Jodi Lamparter**

School Site Council Approval

1/31/11

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

7.3.20

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 625. The ethnic make up is as follows: 37% Hispanic, 54% Caucasian and 9% 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, third, and fourth 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.
- 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

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

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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
- Teachers meet, by grade level, every other Friday morning from 7:45-8:30 to review assessment data for student interventions, develop groups for universal access time and identify target students. This time is called "PLC" or Professional Learning Communities.
- 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 second 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
- 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, developing of social and personal skills, controlling anger and accepting 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 looking 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. Teachers meet on Early Release Days and PLC Fridays to examine assessment data for immediate intervention. Identified students are encouraged 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.
- 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 a planned P.E. Program. 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.

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 a 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
Create a behavior plan
(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
- 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 in 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 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
2009-10	Suspensions -- 23	Expulsions -- 0
<u>Conclusions:</u> Student discipline issues rise /fall as the population increases and decreases.		

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
- Student Intervention is funded through Title I funds. There are four instructional aides and a reading specialist who see approximately 140 students a week.
- 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
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		
Parent Education Meetings (PTO)	Monthly	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	
Professional Learning Communities (PLC)	Grades K-5 Every other Friday	X	X	X	X	X	X	X	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. All of the 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.

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- 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.

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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"
- *driveway to cafeteria for food service and milk vendor vehicles

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.

LOCK DOWN

- Doors locked
- Windows/blinds closed
- Lights off
- Students on the floor
- Room is quiet
- Red (not all students are accounted for) or Green (all students accounted for) cards posted in the classroom window

LOCK IN (Stay-in-place, be on alert status)

- Doors locked
- Windows/blinds closed
- Students are able to work at their desks
- Lessons as usual until an all secure signal is called or you are given further instructions

AFTERMATH

- Prior to the end of the crisis, plans are underway to provide support to students, communicate with parents, staff and community members to get back to normal as soon as possible.

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 cards/roster
- Student/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
- Assorted band-aids
- Other items specific to this location

FIRST ACTIONS FOR ALL STAFF

- All staff will respond to the "All Call" signal and proceed to follow through to keep everyone safe
- EVACUATION – get everyone out
- LOCK IN/SHELTER IN PLACE – Remain indoors, doors locked, continue teaching
- LOCK DOWN – Remain on floor indoors, door locked, drapes drawn until released by known school or uniformed officials.
- AFTERMATH – Bring everybody back and the situation back to normal
- All staff must know what their responsibilities are
- Keep plan current and review it timely (once or twice a school year)

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
- Communication with parents will be done through phone calls (if possible), news releases and media reports
- Incident Command System (ICS) to be initiated when the crisis takes place

UPDATING THE PLAN

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The plan will be reviewed at intervals each school year to ensure that we will be prepared for a crisis if it should take place

ACCOUNTABILITY

This plan calls for accounting for everyone on campus, including the following:

- Students by teachers
- Staff by office personnel
- Visitors by office personnel

Staff Buddy System to account for each other and notify the office if someone is missing. Buddy System matches:

- Rooms 1,2
- Rooms 3,4
- Rooms 5,6
- Rooms 7,8,9
- Rooms 10,11
- Rooms 12,14
- Rooms 13,15
- Rooms 16,17
- Rooms 18A,18B,
- Rooms 19,20
- Rooms 21,22
- Rooms 23,24
- Rooms 25,26
- Rooms 27,28
- Rooms 29,30
- Kindergarten Rooms
- Computer Lab, Library
- Title I Room 31, Psychologist 32
- EL Support Room 34, RSP Room 36, Speech Room 33,
- Custodial & Cafeteria
- Office staff

VISITOR LOG

All visitors are asked to sign the visitor's log and obtain a badge when they arrive on campus. They are asked to sign out and return the badge when they leave campus.

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

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

This is developed by the fire departments to give a common language and common tactics when responding to emergencies. It was then expanded to all government agencies in 1996. Elements of SEMS include:

- Incident Command System (ICS)
- Mutual Aid System
- Multi-Inter Agency Coordination
- Operational areas

INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implements or "Doers"
- Logistic obtains resources or "Getters"
- Planning/Intelligence

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INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of:	Please:
Stranger on campus	<ul style="list-style-type: none">*Notify the office through the campus phone system or by walkie-talkie from the playground.*Provide a description of the individual
Individual with firearm -- adult or student	<ul style="list-style-type: none">*Never take steps to attempt to disarm the individual!*Secure your students in classroom*Lock down room*Notify the office using campus phone system*Account for all children*Provide a description of the suspect
Attempted kidnapping	<ul style="list-style-type: none">*Never take steps to physically thwart a kidnap attempt!*Secure your students in classroom*Lock down room*Notify the office of attempt and perceived victim using campus phone system*Account for all children*Provide a description of the suspect
Serious Injury	<ul style="list-style-type: none">*Begin First Aid procedures and/or*Notify office using campus phone system or reliable student messenger(s)*Send students to neighboring classroom*Stay with victim until relieved by paramedic or other qualified individual
Death of student (off campus)	<ul style="list-style-type: none">*Minimize initial comment to students until all facts are present*Contact school office for confirmation*Respect privacy of the victim's family*Moderate student discussions*Expect support from district psychological support personnel
Death of student (on campus)	<ul style="list-style-type: none">*Remove students from scene by sending them to neighboring classroom*Notify office using campus phone system or through adult runner*Remain with victim until relieved by administrative personnel, police or paramedic*Minimize initial comment to students*Expect support from district psychological support personnel
Death of employee	<ul style="list-style-type: none">**Same as above
Fire	<ul style="list-style-type: none">*Notify office using fire pull stations or by campus telephone system*Evacuate the building per procedure
Earthquake	<ul style="list-style-type: none">*Begin duck, cover and hold process*Expect that the office will be feeling the tremor and await further information
Rumors of Trauma, Injury, Accident or Death	<ul style="list-style-type: none">*Seek confirmation from school office*Minimize comments to students until all facts are known*Moderate student discussions*Expect support from district psychological support personnel

- Altercation between Adults
 - *Remove students from immediate area
 - *Draw classroom drapes
 - *Notify office using campus phone system

- Mountain Lion or Other Major Animal Predator
 - *Commence Return to Building procedures
 - *Draw classroom drapes
 - *Notify office through campus telephone system

- Violent Student
 - *Commence restraint procedures
 - *Monitor objects that can be thrown
 - *Contact office

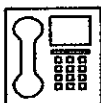
- Student Behavior Crisis
 - *Remove students from immediate area of student misbehaving or remove disruptive student from peers
 - *Notify office through available systems
 - *Commence procedures outlined in individual student behavior plan if available or rely upon office or designee for next steps

- Student Seizure (Medical)
 - *Be aware of procedures associated with individual
 - *Clear an area
 - *Do not restrain
 - *Contact office
 - *Wait with student
 - *Debrief

- Bomb Threat
 - *The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
 - *Notify the Superintendent
 - *Make the decision to evacuate the buildings
 - *Follow Fire Drill procedures
 - The teacher will:**
 - *wear safety vests for easy identification
 - *evacuate their area with students immediately
 - *close doors behind them, but leave them unlocked
 - *assemble in a pre-arranged, identified safe location
 - *line students up with backs to the school buildings in one, quiet line
 - *face students so teachers can see buildings and emergency personnel
 - *take attendance and account for all students
 - *wait for further instructions from emergency personnel or administrators
 - Administration will:**
 - *visually inspect their assigned areas to verify no one remains in school buildings
 - *give further directions as directed by emergency personnel
 - Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.

NO ONE is permitted to touch, handle or move the suspicious object.

RED PHONE



*In case of an emergency in the classroom, the teacher is to call the office on the red phone by dialing 163. This phone is a priority and is immediately answered by office staff.

Self Inflicted Injury
Life Threatening

If a child tries to hurt himself while at school, and it is life threatening, these procedures will be followed:

The teacher will:

- *Call 911 for an immediate response.
- *Call the office extension 163 – red phone
 - 112 - Ms. Pezanoski
 - 107 - Mrs. Anderson
 - 100 –Mrs. Shorkey
 - 101 – Mrs. Everts

and request assistance from the principal.

- *Follow up with a 1066 report to Children's Protective Services

The office will:

- *Call parents using the emergency card information
- *Call Placer County Mental Health at 889-6850
- *Notify the superintendent at 645-6350
- *Report the incident to the Lincoln Police Department 645-4040
- *Request a substitute for the teacher, if necessary, 645-6350
- *Request counseling services for students in the classroom, if necessary (Director of Special Education, 645-6350).

The teacher follows up with a 1066 report to Children's Protective Services.

Self Inflicted Injury
Non-life threatening

If a child tries to hurt himself while at school, and it is NOT life threatening, these procedures will be followed

The teacher will:

- *Call the office, extension 112 - Ms. Pezanoski
 - 107 - Mrs. Anderson
 - 100 - Mrs. Shorkey
 - 101 – Mrs. Everts

and request assistance from the principal.

The office will:

- *call the parents using emergency card information
- *connect the child by phone with the Suicide Prevention Hotline at 645-8866 or 773-3111
- *notify the superintendent at the district office
- *report the incident to the Lincoln Police Department 645-4040
- *request a substitute for the teacher, if necessary
- *request counseling services for students in the classroom, if necessary (Director of Special Education, 645-6350)

The teacher follows up with a 1066 report to Children's Protective Services.

EVACUATION PROCEDURES

In the event of an emergency that requires evacuation from classrooms before the regular dismissal time, we will follow these procedures.

Administration will:

- *notify all classrooms
- *request teachers to release students who ride the bus as soon as the buses arrive at the school
- *direct office staff to begin notifying families of bus riders
- *advise all incoming families to pick up their students directly from the classrooms

Support staff (anyone without a classroom assignment) will:

- *report to the office to assist as needed
- *stand outside for bus duty, as directed

Teachers will:

- *wear safety vests for easy identification
- *keep all students in their classrooms
- *release bus riders when directed
- *dismiss students directly to families from the classroom
- *maintain a sign-out sheet so there is a written record indicating to whom students were released
- *bring remaining students to the library when directed and remain there until further notice

In the event of an emergency that requires evacuation from the school site at any time, we will follow these procedures.

Administration will:

- *notify all personnel immediately
- *supervise the loading of buses on First Street

Support staff (anyone without a classroom assignment) will:

- *report to First Street to assist as needed
- *stand outside for bus duty, as directed

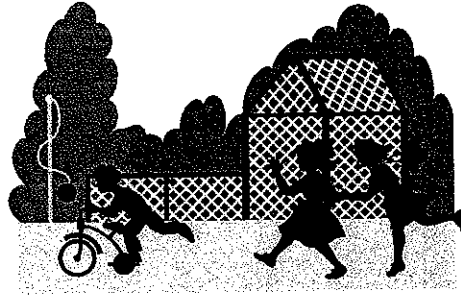
Teachers will:

- *wear safety vests for easy identification
- *immediately evacuate their students to the buses on First Street
- *immediately take attendance to verify all students are together
- *notify administration or assigned support staff about any missing students

In a major crisis, if the school is unable to evacuate from First Street, everyone will evacuate the school on the west side using Fuller Lane. Everyone will walk west on First Street (away from Joiner Parkway) and load onto buses parked on Fuller Lane (the western boundary of Creekside Oaks School).

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First Street School
Safe School Plan
2010 / 2011



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 2010-11

Approved by the School Based Leadership Team (SBLT) on January 31, 2011

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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
- Ms. Kellie Darbo – Parent Representative
- Mr. Brent Welburn – Parent Representative
- Ms. Alejandra Guzmán – 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 2010-11 school year to revise and implement the Safe School Plan.

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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 seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 455, 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.

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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 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.

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 seven 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

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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.

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FIRST STREET SCHOOL SAFETY PLAN

Disaster Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (North end of playground).
3. Teachers are responsible to clear their classrooms and for making sure their doors are locked. Special programs teachers will escort their students to designated evacuation area and return their students to the homeroom teacher.
4. Roll will be taken to ensure all students are present.
5. At end of emergency or drill, the "all clear" will be executed.

Threat requiring evacuation to another site

1. The alarm will be activated with announcement over the PA system "All students are to return to and remain in their homeroom!"
2. When transportation is available, principal or designee will call for orderly evacuation of the school through the gates at the Northeast end of the campus.
 - Staff will bring emergency clip board and evacuation kits.
 - Students will be moved onto the bus loading zone on "O" Street.
 - Busses will be boarded at the loading zone, unless otherwise stated.
 - Additional emergency equipment (cell phone, radio...) should be secured as time permits.
3. First Street School will be locked and alarm set.
4. Students and staff will be transported to primary evacuation site (COES).
5. At the evacuation site, emergency activities will be coordinated jointly by the administration.
6. First Street School's secondary emergency evacuation site, if necessary, is Lincoln High School.
7. At the evacuation site, First Street School students will remain together until released to parents. A sign out process will be used and records kept.

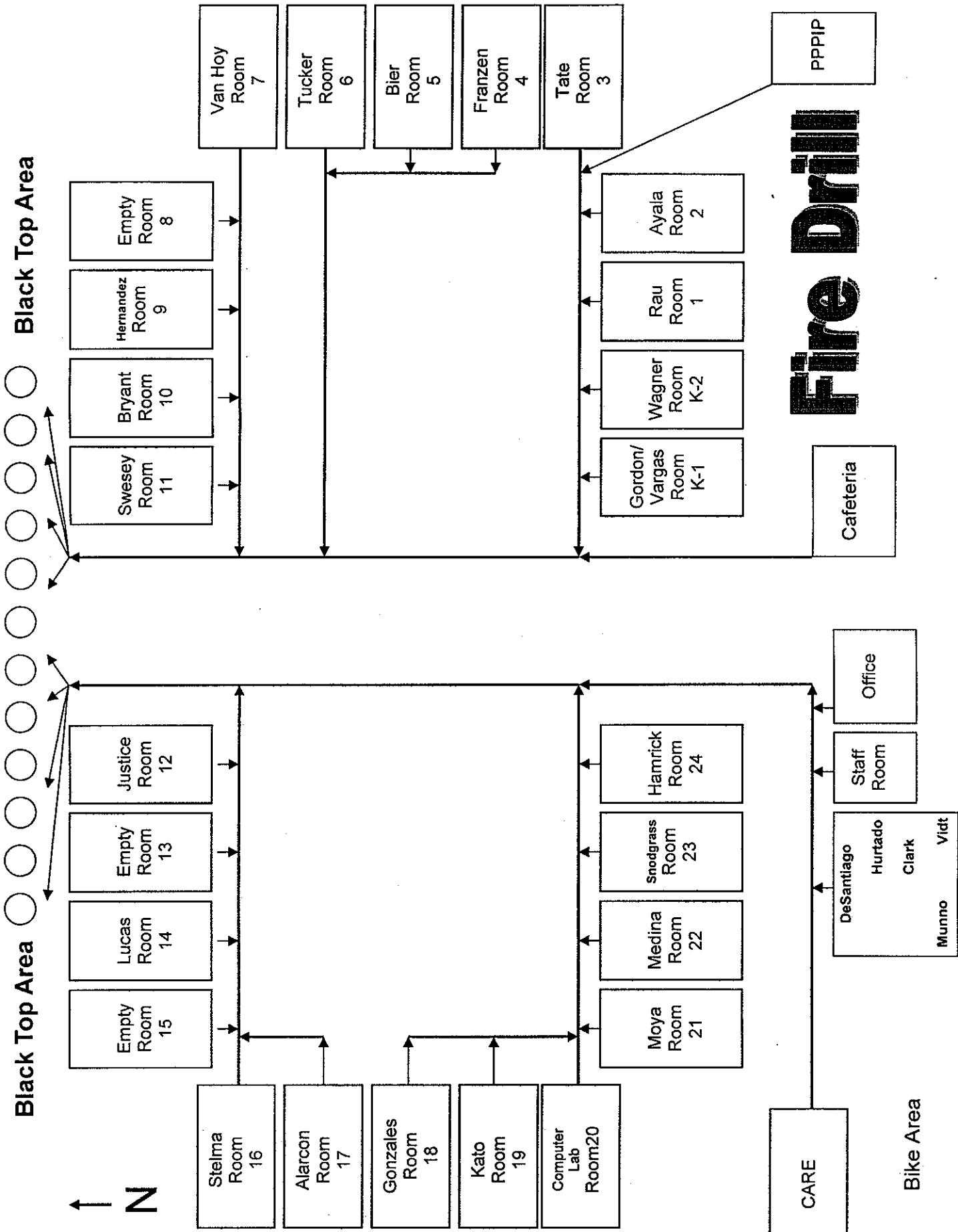
Threat of violence at school

1. Intercom/PA system will be used to notify staff and students to remain in the classroom and to ensure that all doors are securely locked.
2. Students and staff will remain in "lockdown status" until the "all clear" is given.

***Students with disabilities will be assisted to staging and evacuation areas. All egress and ingress routes can accommodate students with disabilities.**

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GEMS Track



7.3.46

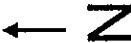
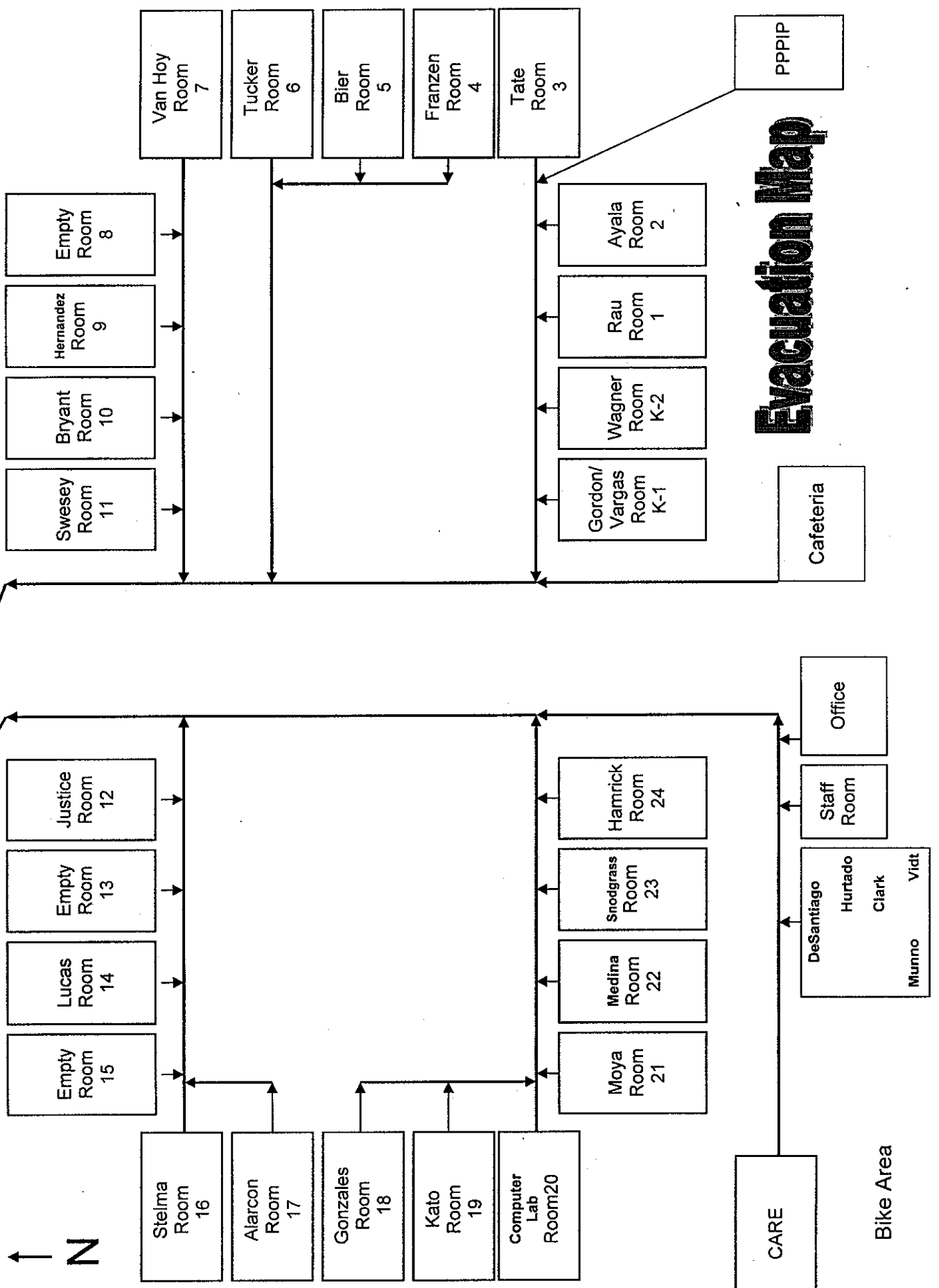
GEM's Track

Gate

Black Top Area

Black Top Area

Evacuation Map



O Street Bus Loading

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Foskett Ranch Elementary School

Western Placer Unified School District

Safe Schools Plan & Emergency Response

Revised by School Site Council: 12/13/10

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**Foskett Ranch Elementary School
Western Placer Unified School District
Comprehensive School Safety Plan
2010-2011**

School Vision Statement

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

Statistics

School Enrollment: 553
English Language Learners: 18

Cost of burglary and theft activity	N/A
Number of Expulsions	0
Number of days of student suspensions	0
Number of disciplinary referrals	10
Number of infractions of school rules	10
Number of Student Study Team meetings	8
Number of students referred to counseling	
Number of students referred to conflict management	
Number of Parent Volunteers	456

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

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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.
- All Sub groups will meet established targets.

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 all subgroups 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 the three main expectations (BEST Behavior Plan) as well as consequences to choices and procedures to every area of campus.
- 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. Foskett 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 Foskett 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.

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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 Foskett 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.

Foskett 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. Foskett 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.

The classroom doors lock (using key) from the inside to allow teachers to secure their classrooms without having to step outside. This ensures safety in a lock-down situation.

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 Bag is in place. Current phone numbers are kept in the emergency bag to be used in case of student and 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 evacuation 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 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.

PURPOSE, PRACTICES AND DESIGN

PURPOSE The purpose of this plan is to provide Foskett Ranch School staff with clear and concise procedures in the event of an emergency.

In an emergency situation, injuries to students and personnel can be minimized when communication is clear and when every player knows exactly the role he or she must play.

PRACTICES The content of this manual must be reviewed annually by all members of the staff. Such reviews are scheduled for August of each school year.

The content of this manual will be revised annually by members of the school crisis committee. Revision of the manual must begin no later than February of any school year.

Emergency drills must occur on a schedule compliant with those requirements set out in various state codes.

DESIGN The manual is divided into three sections.

Section one contains procedures to implement in the event of an emergency. These procedures must be practiced in advance of an emergency situation because it must be assumed that in a crisis situation no one will have time to look through a binder. Maps are included within this section where applicable.

Section two contains practices that must be in place prior to an emergency.

Section three contains practices that will be implemented in the aftermath of an emergency or crisis situation.

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

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

Individual with firearm-adult or student

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

Attempted kidnapping

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

Serious Injury

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

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembler stops
- Expect that the office will be feeling the trembler and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions

- Expect support from district psychological support personnel

Altercation between Adults

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

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

EMERGENCY ALERT PROCEDURES

Office ----

- 1 In order to access communication with all rooms and outside on campus using the office phone system,
 - A pick up the receiver
 - B press "page"
 - C press #
 - D press "110" [slowly]
 - E after hearing feedback on the receiver, begin message

Classrooms ----

- 1 In order to access communication with all rooms and outside on campus using the classroom phone system,
 - A pick up the receiver
 - B dial 809
 - C press #
 - D press "110" [slowly]
 - E after hearing feedback on the receiver, begin message

FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.
2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
 - a evacuate the classroom
 - b walk to the predetermined location
 - c wait without talking for instruction from the teacher
3. Upon hearing the fire alarm, the teacher will:
 - a secure the emergency bag and emergency list

- b close and lock all doors and windows to the classroom (time permitting)
 - c escort students from the room
 - d maintain control of students during the evacuation
 - e take roll of students once class has arrived at the pre-determined location
 - f await further direction
4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.
2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards
3. Personnel in the building will...
 - a drop -- assume a curled position on the floor or field, knees on the ground...
 - b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
 - c hold -- in this position for approximately five minutes or until shaking stops
4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
 1. Secure the emergency bag and emergency list
 2. Escort mobile students from the room
 3. Close and lock door
 4. Maintain control of students during the evacuation
 5. take roll of students once class has arrived at the predetermined location
 6. Await further direction
5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.
6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

RETURN TO BUILDING

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

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

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.
2. The exterior and interior doors to the building will be locked.
 - a. Staff will escort students to the nearest building and secure the door.
3. Blinds will be closed and window in the door covered if safe to do so.
4. Students will move as far away from the window as possible.
5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.
6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
 - Green = all students present (*Poss. tape to window*)
 - Red = there are missing students
 - No card = it is not safe to put up the card
7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.
8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.
9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.
2. The HVAC system will be shut off.
3. The exterior and interior doors to the building will be locked.
 - a Staff will escort students to the nearest building and secure the door.
4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.
5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
 - Green = all students present
 - Red = there are missing students
 - No card = it is not safe to put up the card
6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.
7. Teachers and Students will conduct instruction as usual, but will not leave building.
8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.
9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

EVACUATION OF CAMPUS

In the event that students must be evacuated from campus

1. District Transportation will be contacted and buses will be deployed to the campus or to a predetermined alternative site.

The first alternative evacuation site for Foskett Ranch School will be the gym at Lincoln High School

The second alternative site for Foskett Ranch School is Creekside Oaks Elementary School.

2. Students will return to their home room classroom, or, in the event that their homeroom classroom is not habitable, to a neighboring classroom, the school library or the school multipurpose room.
3. All students will be accounted for and physically checked off the class roster before leaving the room.

Any student injured and unable to be moved will be reported to the office or the emergency incident commander using any means that do not require other students to remain unsupervised.

4. In the event a student cannot be accounted for and you have been ordered to leave the building, using the materials provided in the emergency bag, write the name of the non-accounted student and hand it to the person monitoring the evacuation at the bus loading area or other predetermined location.
5. Students will walk from the room to the bus loading area or alternative site.
6. Teachers will collect and bring:
 - Copies of student information
 - Emergency bag
7. Doors to the building will be shut [and locked if so directed.]

...continued, next page...

EVACUATION OF CAMPUS
continued

8. Teachers will count students as they enter the bus to confirm that all students are accounted for. Any discrepancy will require a second physical checking of the class roster by the teacher.
9. When arriving at the evacuation site, students will remain in classroom units to await directions.
10. Students will not be remanded to parents or guardians until said parent or guardian is confirmed to be listed on the emergency card and said parent or guardian has signed for the student including date and time.

_____ student

_____ parent / guardian

_____ date

_____ time

11. In the event that the teacher is incapacitated in any way, personnel from a neighboring classroom will assume responsibility.

7.3.68

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL

DATE

TIME

7.3.69

COMMUNICATION PROCEDURES

In the event of an emergency on campus, it is imperative that communication be succinct, limited and, above all, accurate.

1. The principal or teacher-in-charge will direct all personnel in an emergency situation until an incident commander is appointed by an outside emergency agency.
2. Except from the location of the emergency, the telephone system and e-mail will be used to disseminate information from the office or command center to personnel in the classrooms.
3. Members of the press will be limited to a preselected station on or near the campus and may not have contact with pupils under any circumstances.
4. Communication with parents will be;
 - a initiated through the School Messenger system;
 - b limited to the minimum number of facts necessary to ensure the safety and privacy of all individuals involved in the incident and
 - c authorized by the principal, teacher-in-charge or Incident Commander.
5. Personnel **will not** make independent contact with members of the parent community during any emergency situation.

EMERGENCY BAG

In the event of an emergency, the classroom Emergency Bag must be accessed immediately and carried by the teacher or other responsible adult. Emergency Bags must be mounted on one hook.

Also contained in the Emergency Bag must be:

- black broad-tipped permanent marker
- mechanical pencil
- small pad of paper
- labels
- open package of Post-It notes
- whistle
- roll of masking, duct or adhesive tape
- small flashlight -- empty of batteries
- sealed package of batteries to suit above flashlight
- campus evacuation route map
- pair *NON*-latex gloves -- sealed in plastic sandwich bag
- Assorted commercial bandages - sealed in plastic sandwich bag
- hand held sign with teacher's name
- packages of lifesavers or sugar free gum
- sugar packets -- not sugar substitute
- bag inventory tag to be reviewed annually and initialed

NOTE: Contents of the Emergency Bag **ARE NOT TO BE USED FOR DAY TO DAY FIRST AID.** The Emergency Bag must be kept intact in anticipation of an emergency or crisis situation.

Signature

Date Checked

- 7.3.71

TELEPHONE TREE

In the event that parents and / or guardians must be notified about an emergency event at school

Staff will use the School Messenger system to notify parents of emergencies.

Emergency Notification SampleScript

1. "There is an emergency situation at Foskett Ranch School.

Describe in few words. Examples:

- ✓ "A bus has hit a fire hydrant and the road is closed."
- ✓ "A plane executed an emergency landing on the grass field."
- ✓ "An individual may have a firearm on campus."

3. "Students are being evacuated to _____"
or, "Students are secured in the classrooms until _____"
or, "_____"

4. "Please do not call the school. An information post has been set up at _____"

Examples:

- the Lincoln High School Gymnasium on "J" Street
- The Western Placer Unified School District Office on "J" Street.

A spokesperson will be there."

Identify spokesperson if possible.

Provide directions.

5. "Please arrange to pick up your child at _____"

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

Developed by the fire departments to give a common language and common tactics when responding to emergencies. Expanded to all government agencies in 1996.

Elements of SEMS include:

- Incident Command System (ICS)
- Mutual Aid System
- Multi-Inter Agency Coordination
- Operational areas

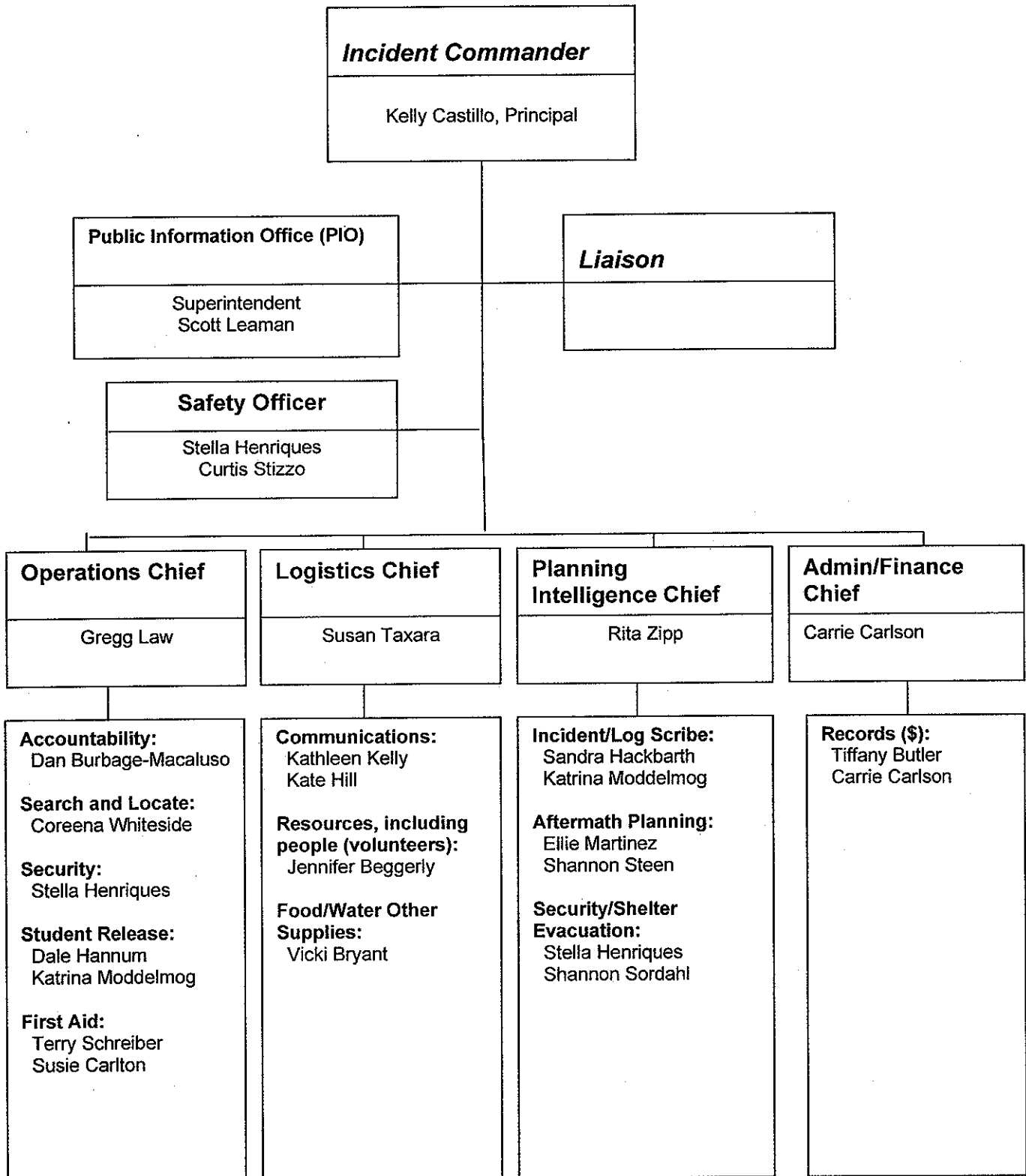
INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implements or “Doers”
- Logistic obtains resources or “Getters”
- Planning/Intelligence

FOSKETT RANCH SCHOOL

CRISIS RESPONSE PLAN CHART



7.3.75

DEFINITIONS

Incident Commander

- Manages the crisis situation. Usually does not respond directly to the scene.
- Establishes and maintains the command center away from the scene.
- Delegates responsibilities and follows up.
- Coordinates with community responders (fire, law enforcement, etc)

Operations Section

- Operations section is responsible for "doing" or dealing directly with the students, staff, and parents during the crisis situation.
- Operations Chief. Is responsible for the entire section. Reports to the Incident Commander.
- Team leaders in operations report to the Operations Chief.
- Operations Teams for schools may include: Student/staff accountability; student release; search and located; assembly or shelter; first aid; security
- Accountability team; responsible for knowing the status of everyone on campus. Checks red and green cards, visitor log, etc.
- Student release team: responsible for parent/student reunification. Requires someone with authority, workers who are assertive. Communication with accountability team essential.
- Search and locate team: responsible for "sweeping" restrooms, break rooms, hallways, etc.
- Assembly or shelter team: Maintains the safety, security, supervision of students. May include temporary shelter, water, rest rooms, etc. If evacuating campus, coordinates evacuation site, transportation. Works closely with Student Release and Accountability Teams.
- First aide Team: provides immediate aid until responders arrive. Responsible for patient tracking, accompanying student(s) to hospital if necessary.

Logistics Section

- Logistics section is responsible for "getting: or obtaining anything the Incident Management Team needs.
- Logistics Chief: is responsible for the entire section. Reports to the Incident Commander.
- Team Leaders in Logistics report to the Logistics Chief.
- Logistics Teams for schools may include: Communication; volunteers; transportation; supplies.
- Communication Team: Responsible for communication and information flow during the crisis. Includes radio, phones, messengers, any method of distributing information.
- Volunteer Team: Responsible for obtaining, managing and assigning school, district, parent, other volunteers.
- Transportation Team: Responsible for obtaining any needed transportation including buses or other alternatives.
- Supplies Team: Responsible for obtaining any supplies that may be needed. Works closely with district and community responders.

Planning/Intelligence

- Responsible for collection and evaluation of information. Provides an ongoing analysis of the situation and status of resources.

Administration/Finance Section

- Responsible for the official records of the event. Tracks time and money spent. Prepares reports, etc.

Incident Log Scribe

- One of the most important functions.
- Stays close to the Incident Commander and provides a written summary of all communication
- Goes every place the Incident Commander goes and records times, directives, summaries of incoming and outgoing communications.

Public Information Officer (PIO)

- Responsible for handling the media. Establishes a media center and provides information.
- May or may not be the actual spokesperson.
- Arranges interviews for the spokesperson.
- Prepares news releases with approval.

Liaison

- Directs the initial community responders to the scene.
- Links the school Incident Commander with the responding agencies Incident Commanders.
- Is either in the school command post or the responding agencies command post.
- May not be used in a unified command.
- Links with other community agencies as needed (Red Cross, OES, etc.)

Safety Officer

- Responsible for the physical and emotional needs of the responders.
- Makes sure all activities are performed in a safe way.
- Ensures adequate breaks and support for the responders.

Aftermath

- Debrief
- Return to "normal"
- Focus on people
- It's okay to talk about it
- Parent/community meetings
- Don't forget your staff
- Anniversaries
- Anticipate other future problem areas
- Second Debrief – 3-5 days post incident

STAFF MEETING FOR DEBRIEFING

As soon as any crisis has passed, the principal or designee will call a staff meeting to debrief all individuals on the crisis including the nature of the crisis, those events leading up to the crisis, any details regarding the condition of the campus or individuals involved in the crisis and any services, psychological or medical, offered to victims of the crisis, associates of the victims and / or staff.

It will be critical to respect the privacy of all individuals involved in any crisis and the need to do such will restrict the amount of communication available to staff immediately following the event.

All staff should make themselves available for this meeting. Staff members not directly involved in the situation should avail themselves of the opportunity to participate in the meeting in order to be well informed about what has happened and to arrest any misinformation or rumor that may be circulating regarding the incident.

Within one week after the incident, it may be necessary to convene another meeting of staff to review the incident and the procedures associated with the incident to ensure:

1. All procedures were handled in accordance with the plan,
2. Any necessary revisions evident because of the incident are included in the plan.

The site principal, designee, incident commander, other administrator or other qualified personnel such as the area chaplain or the school psychologist will be available to follow up as necessary with individual staff members or students.

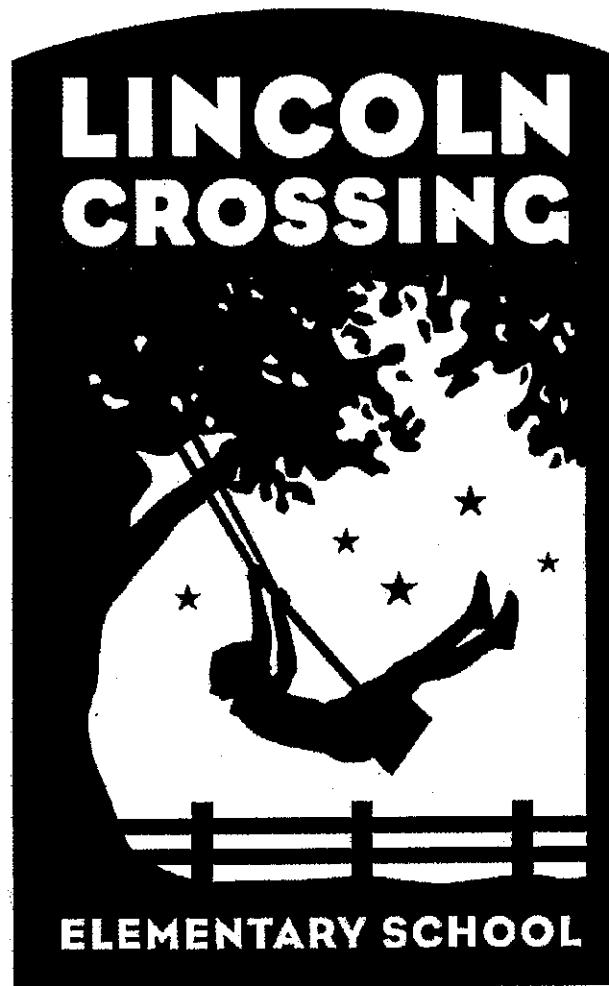
Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

COUNSELING SERVICES

Counseling services will be made available to students and staff members in accordance with the practices outlined in the Western Placer Unified School District Crisis Management Plan. This may involve the participation of counselors and psychologists from throughout the district or from neighboring school districts.

Individuals directly involved with a loss of a family member or friend, or witnesses to an accident where an injury or a fatality occurs or an act of violence where an injury or a fatality occurs will be given immediate access to trained professionals. Because long term counseling regarding traumatic events or crises may not be within the purview of the school to provide, individuals may be referred to private therapists, to county mental health or to a non-profit agency for follow-up assistance.

Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.



**2010/2011
Comprehensive Safe School Plan**

**Approved by School Site Council
January, 2011**

7.3.80

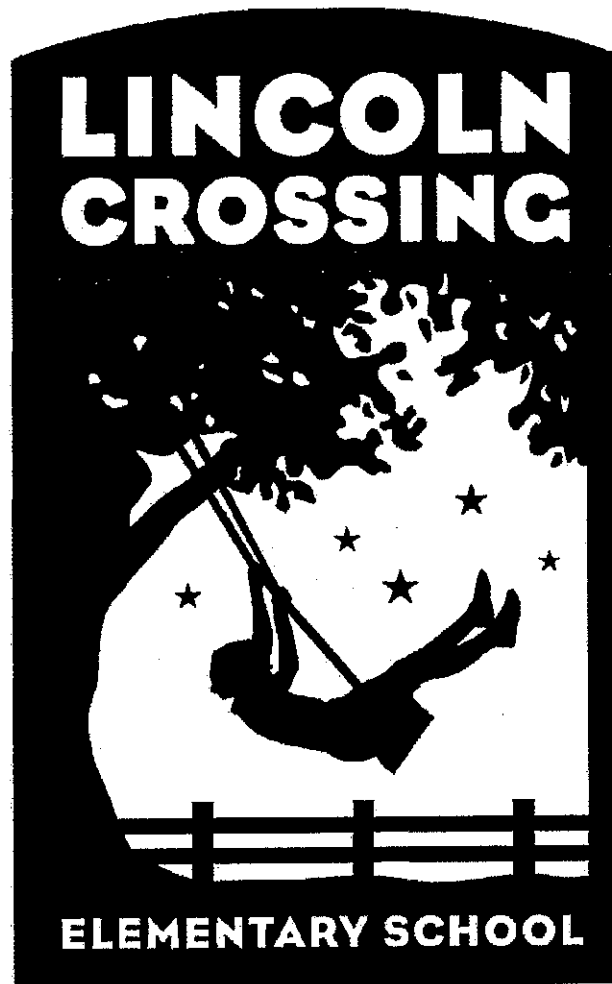


**Lincoln Crossing
Safe Schools Table of Contents**

**Safe School Goals and Support Plan
District Plan
Site Crises Response Plan**

**Section 1
Section 2
Section 3**

7.381



Section 1
Safe Schools Goals/Support Plan

7.3.82



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.

- 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.

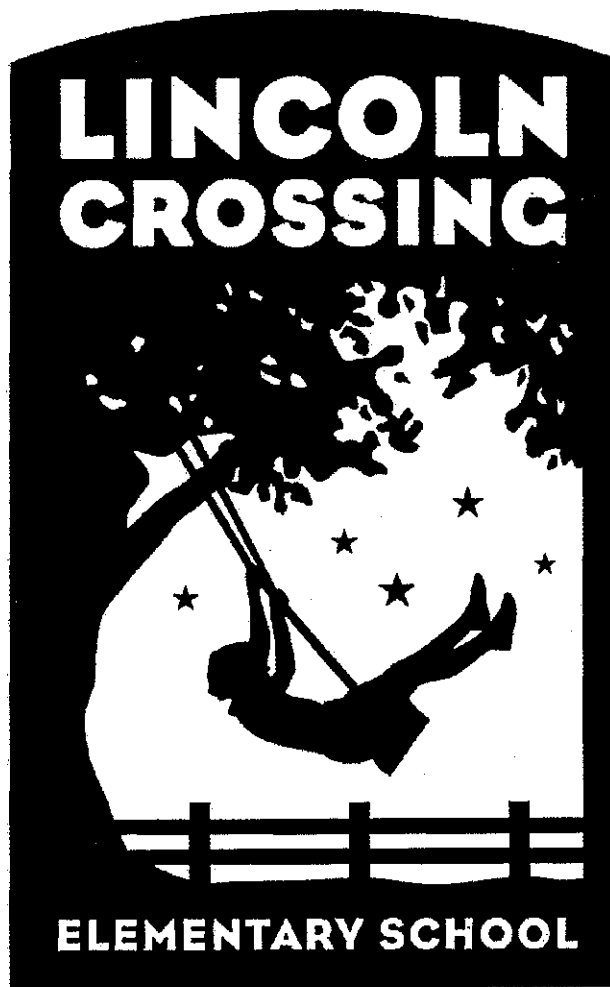
Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.

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.

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.



Crisis Response Plan

7.3.86

PURPOSE, PRACTICES AND DESIGN

PURPOSE The purpose of this plan is to provide Lincoln Crossing School staff with clear and concise procedures in the event of an emergency.

In an emergency situation, injuries to students and personnel can be minimized when communication is clear and when every player knows exactly the role he or she must play.

PRACTICES The content of this manual must be reviewed annually by all members of the staff. Such reviews are scheduled for August of each school year.

The content of this manual will be revised annually by members of the school crisis committee. Revision of the manual must begin no later than February of any school year.

Emergency drills must occur on a schedule compliant with those requirements set out in various state codes.

DESIGN The manual is divided into three sections.

Section one contains procedures to implement in the event of an emergency. These procedures must be practiced in advance of an emergency situation because it must be assumed that in a crisis situation no one will have time to look through a binder. Maps are included within this section where applicable.

Section two contains practices that must be in place prior to an emergency.

Section three contains practices that will be implemented in the aftermath of an emergency or crisis situation.

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office through the campus phone system or by walkie-talkie from the playground
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure your students in classroom
- Lock down room
- Notify the office using campus phone system via emergency extension #200
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure your students in classroom
- Lock down room
- Notify the office of attempt and perceived victim using campus phone system via emergency extension #200
- Account for all children
- Provide a description of the suspect

Serious Injury

- Begin First Aid procedures and/or
- Notify office using campus phone system via emergency extension #200 or reliable student messenger(s)
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Moderate student discussions
- Expect support from district psychological support personnel

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Notify office using campus phone system or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by campus telephone system
- Evacuate the building per procedure

Earthquake

- Begin duck, cover and hold process
- Expect that the office will be feeling the temblor and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Draw classroom drapes
- Notify office using campus phone system

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Draw classroom drapes
- Notify office through campus telephone system

Violent Student

- Commence restraint procedures
- Monitor objects that can be thrown
- Contact office

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify office through available systems
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle or move the suspicious object.

EMERGENCY ALERT PROCEDURES

Office ----

- 1 In order to access communication with **all rooms and outside** on campus using the office phone system,
 - A pick up the receiver
 - B press "page"
 - C press #
 - D press "110" [slowly]
 - E after hearing feedback on the receiver, begin message

- 2 In order to access **inside all rooms only** using the office phone system,
 - A pick up the receiver
 - B press "page"
 - C press #117
 - D after hearing feedback on the receiver, begin message

Classrooms ----

- 1 In order to initiate an alert, contact the office providing the specific information regarding the alert.
 - A pick up the receiver
 - B press #200

FIRE

In the event of a fire:

- 1 The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

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

EARTHQUAKE

In the event of an earthquake,

- 1 Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.
- 2 Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards
- 3 Personnel in the building will...
 - a drop -- assume a curled position on the floor or field, knees on the ground...
 - b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
 - c hold -- in this position for approximately five minutes or until shaking stops
- 4 Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
 1. Secure the emergency bag and emergency list
 2. Escort mobile students from the room
 3. Keep the exit door open
 4. Maintain control of students during the evacuation
 5. take roll of students once class has arrived at the predetermined location
 6. Await further direction
- 5 No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.
6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

RETURN TO BUILDING

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

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

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

- 1 Verbal announcement will be broadcast over the campus intercom system.
- 2 The exterior and interior doors to the building will be locked.
 - a Staff will escort students to the nearest building and secure the door.
- 3 Draw drapes closed and cover the window in the door.
- 4 Students will move as far away from the window as possible.
- 5 Teachers will account for all students present on that day writing down the first and last name of each student who is missing.
- 6 The office will call each classroom. When answering the phone speak slowly providing the following information:
 - a. Your first and last name
 - b. If all students are present, state: "All students present"
 - c. If one or more students are missing, state: "I have missing students. The students missing are ..."
- 7 Teachers in possession of a cell phone should turn the phone on as a secondary source of communication.
- 8 All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.
- 9 In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

**Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.**

SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

- 1 Verbal announcement will be broadcast over the campus intercom system.
- 2 The HVAC system will be shut off.
- 3 The exterior and interior doors to the building will be locked.
 - a. Staff will escort students to the nearest building and secure the door.
- 4 The office will call each classroom. When answering the phone speak slowly providing the following information:
 - a. Your first and last name
 - b. If all students are present, state: "All students present"
 - c. If one or more students are missing, state: "I have missing students. The students missing are ..."
- 5 Teachers in possession of a cell phone should turn the phone on as a secondary source of communication.
- 6 Teachers and Students will conduct instruction as usual, but will not leave building.
- 7 All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.
- 8 In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

EVACUATION OF CAMPUS

In the event that students must be evacuated from campus

1. District Transportation will be contacted and buses will be deployed to the campus or to a predetermined alternative site.

The first alternative evacuation site for Lincoln Crossing School will be the the Foskett Ranch Elementary School campus.

The second alternative site for Lincoln Crossing School is Glen Edwards Middle School.

2. Students will return to their home room classroom, or, in the event that their homeroom classroom is not habitable, to a neighboring classroom, the school library or the school multipurpose room.
3. All students will be accounted for and physically checked off the class roster before leaving the room.

Any student injured and unable to be moved will be reported to the office or the emergency incident commander using any means that do not require other students to remain unsupervised.

4. In the event a student cannot be accounted for and you have been ordered to leave the building, using the materials provided in the emergency bag, write the name of the non-accounted student and hand it to the person monitoring the evacuation at the bus loading area or other predetermined location.
5. Students will walk from the room to the bus loading area or alternative site.
6. Teachers will collect and bring:
 - Copies of student information
 - Emergency bag
7. Doors to the building will be shut [and locked if so directed.]

...continued, next page...

EVACUATION OF CAMPUS
continued

8. Teachers will count students as they enter the bus to confirm that all students are accounted for. Any discrepancy will require a second physical checking of the class roster by the teacher.
9. When arriving at the evacuation site, students will remain in classroom units to await directions.
10. Students will not be remanded to parents or guardians until said parent or guardian is confirmed to be listed on the emergency card and said parent or guardian has signed for the student including date and time.

_____ _____ _____ _____
student parent / guardian date time

11. In the event that the teacher is incapacitated in any way, personnel from a neighboring classroom will assume responsibility.

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL

DATE

TIME

COMMUNICATION PROCEDURES

In the event of an emergency on campus, it is imperative that communication be succinct, limited and, above all, accurate.

- 1 The principal or teacher-in-charge will direct all personnel in an emergency situation until an incident commander is appointed by an outside emergency agency.
- 2 Except from the location of the emergency, the telephone system and e-mail will be used to disseminate information from the office or command center to personnel in the classrooms.
- 3 Members of the press will be limited to a preselected station on or near the campus and may not have contact with pupils under any circumstances.
- 4 Communication with parents will be
 - a initiated through the telephone tree,
 - b limited to the minimum number of facts necessary to ensure the safety and privacy of all individuals involved in the incident,
 - c authorized by the principal, teacher-in-charge or Incident Commander.
- 5 Personnel *will not* make independent contact with members of the parent - community during any emergency situation.

EMERGENCY BAG

In the event of an emergency, the classroom Emergency Bag must be accessed immediately and carried by the teacher or other responsible adult. Emergency Bags must be mounted on one hook.

Also contained in the Emergency Bag must be:

- black broad-tipped permanent marker
- mechanical pencil
- small pad of paper
- open package of Post-It notes
- whistle
- roll of masking, duct or adhesive tape
- small flashlight -- empty of batteries
- package -- sealed -- of batteries to suit above flashlight
- campus evacuation route map
- pair *NON*-latex gloves -- sealed in plastic sandwich bag
- Assorted commercial bandages - sealed in plastic sandwich bag
- hand held sign with teacher's name
- packages of lifesavers or sugar free gum
- sugar packets -- not sugar substitute
- bag inventory tag to be reviewed annually and initialed

NOTE: Contents of the Emergency Bag **ARE NOT TO BE USED FOR DAY TO DAY FIRST AID.** The Emergency Bag must be kept intact in anticipation of an emergency or crisis situation.

Signature

Date Checked

TELEPHONE TREE

In the event that parents and / or guardians must be notified about an emergency event at school the following steps will be taken:

- 1 A formal communication script will be distributed to teachers listing the information to be shared with parents.
- 2 Teachers will begin calling the parents of their students starting at the top of their alphabetized class roster marking off those parents contact has been made with.
- 3 As practical, the office will begin making phone calls utilizing class rosters and starting at the bottom of the roster.

TELEPHONE TREE SCRIPT

- 1 "Hello. I need to speak to _____"
(state name clearly)

Do not deliver the message to an individual not on the telephone contact card.

- 2 "There is an emergency situation at Lincoln Crossing School.

Describe in few words. Examples:

- ✓ "A bus has hit a fire hydrant and the road is closed."
- ✓ "A plane executed an emergency landing on the grass field."
- ✓ "An individual may have a firearm on campus."

- 3 "Students are being evacuated to _____"
or, "Students are secured in the classrooms until _____"
or, " _____"

- 4 "Please do not call the school. An information post has been set up at _____"

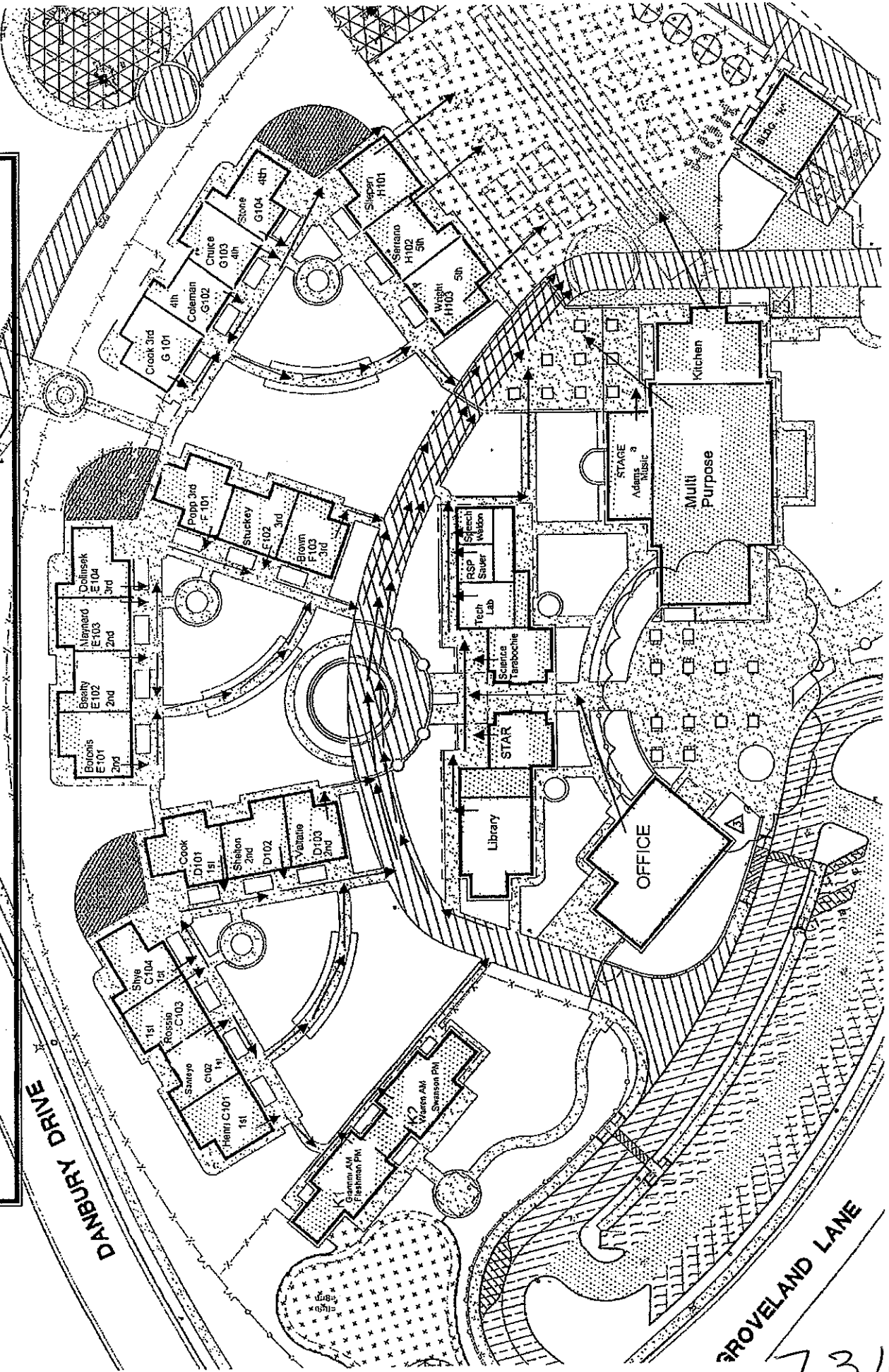
Examples:

- the Lincoln High School Gymnasium on "J" Street
- The Western Placer Unified School District Office on "J" Street.

A spokesperson will be there."
Identify spokesperson if possible.
Provide directions.

- 5 "Please arrange to pick up your child at _____"

Lincoln Crossing Elementary



2010-2011 Fire/Evacuation

7.3.104

STAFF PHONE ROSTER

In the event of an emergency situation, the following cellular phone numbers may be used to contact individual teachers for the duration of the emergency in lieu of the school phone system.

(ROSTER GIVEN OUT TO STAFF AND MAINTAINED IN THE OFFICE)

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

Developed by the fire departments to give a common language and common tactics when responding to emergencies. Expanded to all government agencies in 1996.

Elements of SEMS include:

- Incident Command System (ICS)
- Mutual Aid System
- Multi-Inter Agency Coordination
- Operational areas

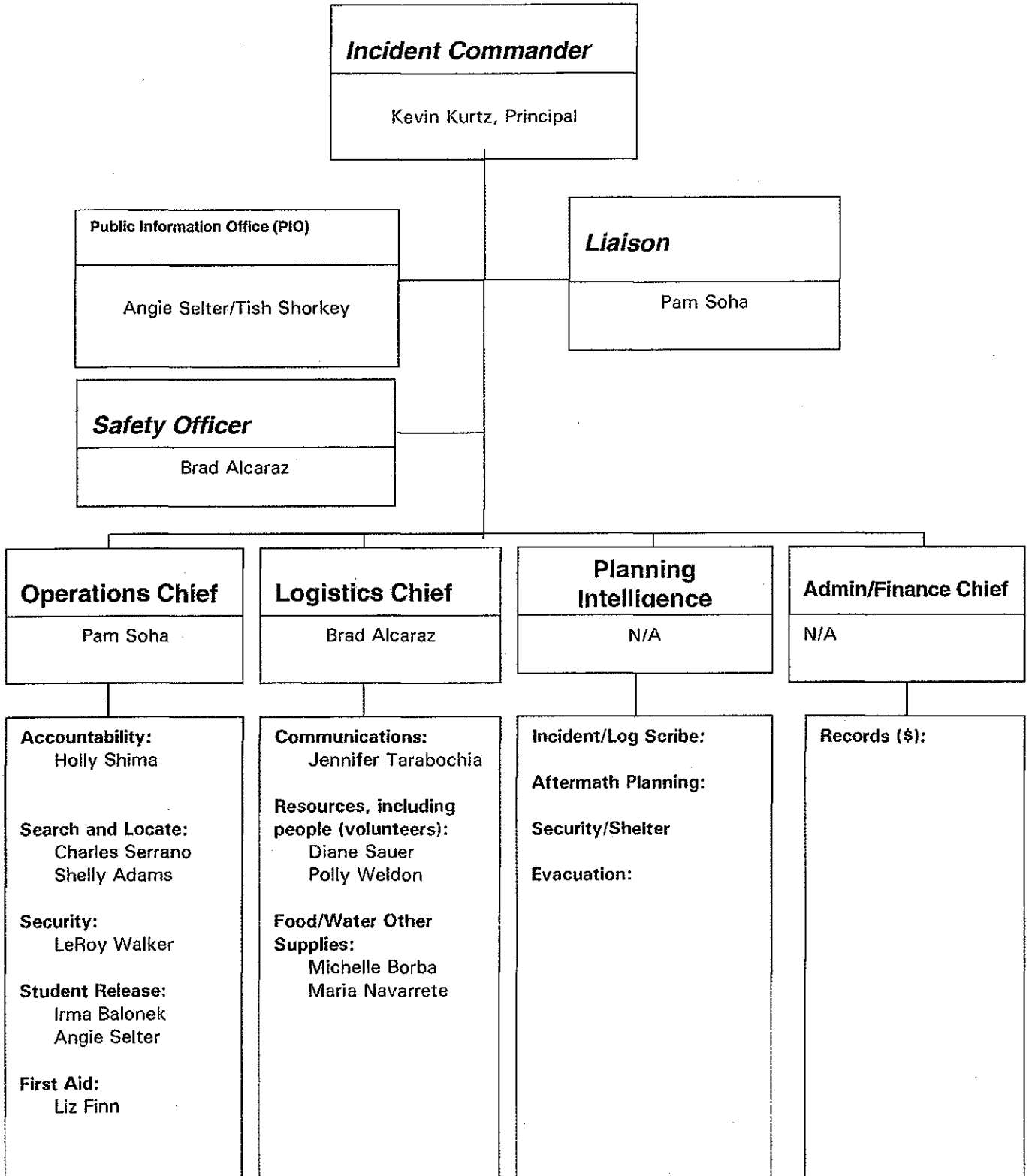
INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implements or "Doers"
- Logistic obtains resources or "Getters"
- Planning/Intelligence

LINCOLN CROSSING SCHOOL

CRISIS RESPONSE PLAN CHART



7.3.107

DEFINITIONS

Incident Commander

- Manages the crisis situation. Usually does not respond directly to the scene.
- Establishes and maintains the command center away from the scene.
- Delegates responsibilities and follows up.
- Coordinates with community responders (fire, law enforcement, etc)

Operations Section

- Operations section is responsible for "doing" or dealing directly with the students, staff, and parents during the crisis situation.
- Operations Chief. Responsible for the entire section. Reports to the Incident Commander.
- Team leaders in operations report to the Operations Chief.
- Operations Teams for schools may include: Student/staff accountability; student release; search and located; assembly or shelter; first aid; security
- Accountability team; responsible for knowing the status of everyone on campus. Checks red and green cards, visitor log, etc.
- Student release team: responsible for parent/student reunification. Requires someone with authority, workers who are assertive. Communication with accountability team essential.
- Search and locate team: responsible for "sweeping" restrooms, break rooms, hallways, etc.
- Assembly or shelter team: Maintains the safety, security, supervision of students. May include temporary shelter, water, rest rooms, etc. If evacuating campus, coordinates evacuation site, transportation. Works closely with Student Release and Accountability Teams.
- First aide Team: Immediate aid until responders arrive. Responsible for patient tracking, accompanying student(s) to hospital if necessary.

Logistics

- Logistics section is responsible for "getting: or obtaining anything the Incident Management Team needs.
- Logistics Chief: Responsible for the entire section. Reports to the Incident Commander.
- Team Leaders in Logistics report to the Logistics Chief.
- Logistics Teams for schools may include: Communication; volunteers; transportation; supplies.
- Communication Team: Responsible for communication and information flow during the crisis. Includes radio, phones, messengers, any method of distributing information.
- Volunteer Team: Responsible for obtaining, managing and assigning school, district, parent, other volunteers.
- Transportation Team: Responsible for obtaining any needed transportation including buses or other alternatives.
- Supplies Team: Responsible for obtaining any supplies that may be needed. Works closely with district and community responders.

Planning/Intelligence

- Responsible for collection and evaluation of information. Provides an ongoing analysis of the situation and status of resources.

Administration/Finance Section

- Responsible for the official records of the event. Tracks time and money spent. Prepares reports, etc.

Incident Log Scribe

- One of the most important functions.
- Stays close to the Incident Commander and provides a written summary of all communication
- Goes every place the Incident Commander goes and records times, directives, summaries of incoming and outgoing communications.

Public Information Officer (PIO)

- Responsible for handling the media. Establishes a media center and provides information.
- May or may not be the actual spokesperson.
- Arranges interviews for the spokesperson.
- Prepares news releases with approval.

Liaison

- Directs the initial community responders to the scene.
- Links the school Incident Commander with the responding agencies Incident Commanders.
- Is either in the school command post or the responding agencies command post.
- May not be used in a unified command.
- Links with other community agencies as needed (Red Cross, OES, etc.)

Safety Officer

- Responsible for the physical and emotional needs of the responders.
- Makes sure all activities are performed in a safe way.
- Ensures adequate breaks and support for the responders.

Aftermath

- Debrief
- Return to "normal"
- Focus on people
- It's okay to talk about it
- Parent/community meetings
- Don't forget your staff
- Anniversaries
- Anticipate other future problem areas
- Second Debrief – 3-5 days post incident

STAFF MEETING FOR DEBRIEFING

As soon as any crisis has passed, the principal or designee will call a staff meeting to debrief all individuals on the crisis including the nature of the crisis, those events leading up to the crisis, any details regarding the condition of the campus or individuals involved in the crisis and any services, psychological or medical, offered to victims of the crisis, associates of the victims and / or staff.

It will be critical to respect the privacy of all individuals involved in any crisis and the need to do such will restrict the amount of communication available to staff immediately following the event.

All staff should make themselves available for this meeting. Staff members not directly involved in the situation should avail themselves of the opportunity to participate in the meeting in order to be well informed about what has happened and to arrest any misinformation or rumor that may be circulating regarding the incident.

Within one week after the incident, it may be necessary to convene another meeting of staff to review the incident and the procedures associated with the incident to ensure:

- 1 that all procedures were handled in accordance with the plan,
- 2 that any necessary revisions evident because of the incident are included in the plan.

The site principal, designee, incident commander, other administrator or other qualified personnel such as the area chaplain or the school psychologist will be available to follow up as necessary with individual staff members or students.

Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

COUNSELING SERVICES

Counseling services will be made available to students and staff members in accordance with the practices outlined in the Western Placer Unified School District Crisis Management Plan. This may involve the participation of counselors and psychologists from throughout the district or from neighboring school districts.

Individuals directly involved with a loss of a family member or friend, or witnesses to an accident where an injury or a fatality occurs or an act of violence where an injury or a fatality occurs will be given immediate access to trained professionals. Because long term counseling regarding traumatic events or crises may not be within the purview of the school to provide, individuals may be referred to private therapists, to county mental health or to a non-profit agency for follow-up assistance.

Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

COMPREHENSIVE SCHOOL SAFETY PLAN

2010-2011

Sheridan Elementary School

School/Site

Kris Knutson

Principal/Administrator

Public Hearing Date October 13, 2010

Date Adopted by School Site Council

November 29, 2010

Laurel Etchepare	Teacher
Sue Mentze	Teacher
Lynn Brown	Teacher
Lowell Cosgrove	Teacher
Heather Willoughby	Cafeteria Supervisor
Marie Glover	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)
Bertha Ayala	Parent (Site Council)
Holly Harper	Parent (Site Council)

7.3.112

Comprehensive Safe School Plan 2010-2011

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: 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 2010-2011

Sheridan Elementary School

School/Site

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COMPREHENSIVE SCHOOL SAFETY PLAN 2010-2011 MEMBERSHIP

Sheridan Elementary School
School/Site

School Site Council or Delegated School Safety Planning Committee Members	Principal or designee	Classified Employee	Classroom Teacher	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
Date:	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
(A)									
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**

Comprehensive Safe School Plan 2010-2011

STUDENT DATA SUMMARY

Sheridan Elementary School

School/Site

Data Source	2008-2009	2009-2010
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 Kindergarten 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.

Comprehensive Safe School Plan 20010-2011

DATA SUMMARY, continued

Sheridan Elementary School
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 Strengthen our School Wide Intervention program.

- II. We want to strengthen our math program

Comprehensive Safe School Plan 2010-2011

**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 student's 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 2010-2011

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.

Comprehensive Safe School Plan 2010-2011

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

Comprehensive Safe School Plan 2010-2011

Place, Continued

Component II

Sheridan Elementary School

School/Site

Who will take the lead	Principal
Completion Date and Budget	10-11
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.

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.

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

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)*

7.3.125

LOCK DOWN

- Doors locked
- Windows/blinds closed
- Lights off
- Students on the floor
- Room is quiet
- Red (not all students are accounted for) or Green (all students accounted for) cards posted in the classroom window

LOCK IN

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

AFTERMATH

- Prior to the end of the crisis, plans are underway to provide support to students, communicate with parents, staff and community members to get back to normal as soon as possible.

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 cards/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
- Assorted band-aids
- Other items specific to this location

FIRST ACTIONS FOR ALL STAFF

- All staff will respond to the "all call" signal and proceed to follow through to keep everyone safe
- EVACUATION – Get them out
- LOCK IN / SHELTER IN PLACE – Remain indoors, doors locked, continue teaching
- LOCK DOWN - Remain on floor indoors, door locked, drapes drawn until released by known school or uniformed officials.
- AFTERMATH – Bring everybody back and the situation back to normal
- All staff must know what their responsibilities are
- Keep plan current and review it timely (once or twice a school year)

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 (if possible), news releases and media reports.
- Incident Command System (ICS) to be initiated when the crisis takes place

UPDATING THE PLAN

- The plan will be reviewed at intervals each school year to ensure that we will be prepared for a crisis if it should take place.

ACCOUNTABILITY

This plan calls for accounting for everyone on campus, including the following:

- -Students by teachers
- -Staff by office personnel
- -Visitors by office personnel

Staff Buddy System to account for each other and notify the office if someone is missing. Buddy System matches:

- Rooms 1, 2
- Rooms 2, 3
- Rooms 4, 5
- Rooms 6, 7
- Rooms 8, 11, 12
- Custodial & Cafeteria
- Office staff

Visitor Log

All visitors are asked to sign the visitor's log and obtain a badge when they arrive on campus. They are asked to sign out and return the badge when they leave campus.

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

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

Developed by the fire departments to give a common language and common tactics when responding to emergencies. Expanded to all government agencies in 1996.

Elements of SEMS include:

- Incident Command System (ICS)
- Mutual Aid System
- Multi-Inter Agency Coordination
- Operational areas

INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implements or "Doers"
- Logistic obtains resources or "Getters"
- Planning/Intelligence

SHERIDAN ELEMENTARY SCHOOL

How would you be willing to help in the event of a crisis?

EMPLOYEE NAME	CPR	FIRST AID	OTHER LANGUAGE (SPECIFY)	COUNSELING OTHERS	RUNNER OR GOPHER
Kris Knutson – Principal	X	X	X	X	X
Karen Roberts – Secretary	X	X		X	X
Karen Sherry – Health Clerk	X	X		X	X
Andy Cook - Custodian	X	X		X	X
Sue Mentze – Kindergarten				X	X
Laurel Etchepare – 1 st Gr.					X
Lynn Brown – 2/3rd Gr.					X
Lowell Cosgrove – 4/5th Gr.				X	X
Heather Willoughby-Cook	X	X		X	X
Marie Glover--Speech				X	
Cathy Hutchings – Music				X	X
Cheryl Metheny – Library Tech.		X		X	X
Kathy Johnson – Intervention Aide			X	X	
Doris Hanoum – Campus Sup.					X
Crystal Angel- Intervention Aide				X	X
Suzanne Novak—Kinder Aide and After School	X			X	X
Angela Button – Kinder Aide	X	X			
LaShawn Horton – Nurse	X	X		X	X
Tara Tomlinson–Head Start Dir.	X	X			X
Melissa Akers – After School		X	X	X	X
Juan Castillo- After School					X

7.3.129

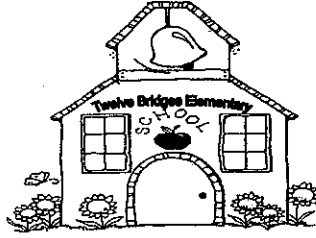
COMPREHENSIVE SAFE SCHOOL PLAN 2010-2011

Sheridan Elementary School

School/Site

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing October 13, 2010</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> 	
<p>Review of Progress for Last Year</p>	<p>Name: Kris Knutson</p>	<p>Date: 10/13/2010</p>
<p>Law Enforcement Review</p>	<p>Name: Lynn Harrison</p>	<p>Date: 10/13/2010</p>
<p>Site Council Approval</p>	<p>Name: Lori Houck</p>	<p>Date: 11/29/2010</p>
<p>School Board Approval</p>	<p>Name:</p>	<p>Date:</p>

Twelve Bridges Elementary School Safe School & Crisis Plan 2010-2011



Written By
Tonya Hamlin
Sheryl Reagan
Kathleen Cummings
Lori Deschamps
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Amy Williams
Wendi Foote
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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 20, 2011

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.

7.3.131

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 School Messenger 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/SHELTER-IN-PLACE

- 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:

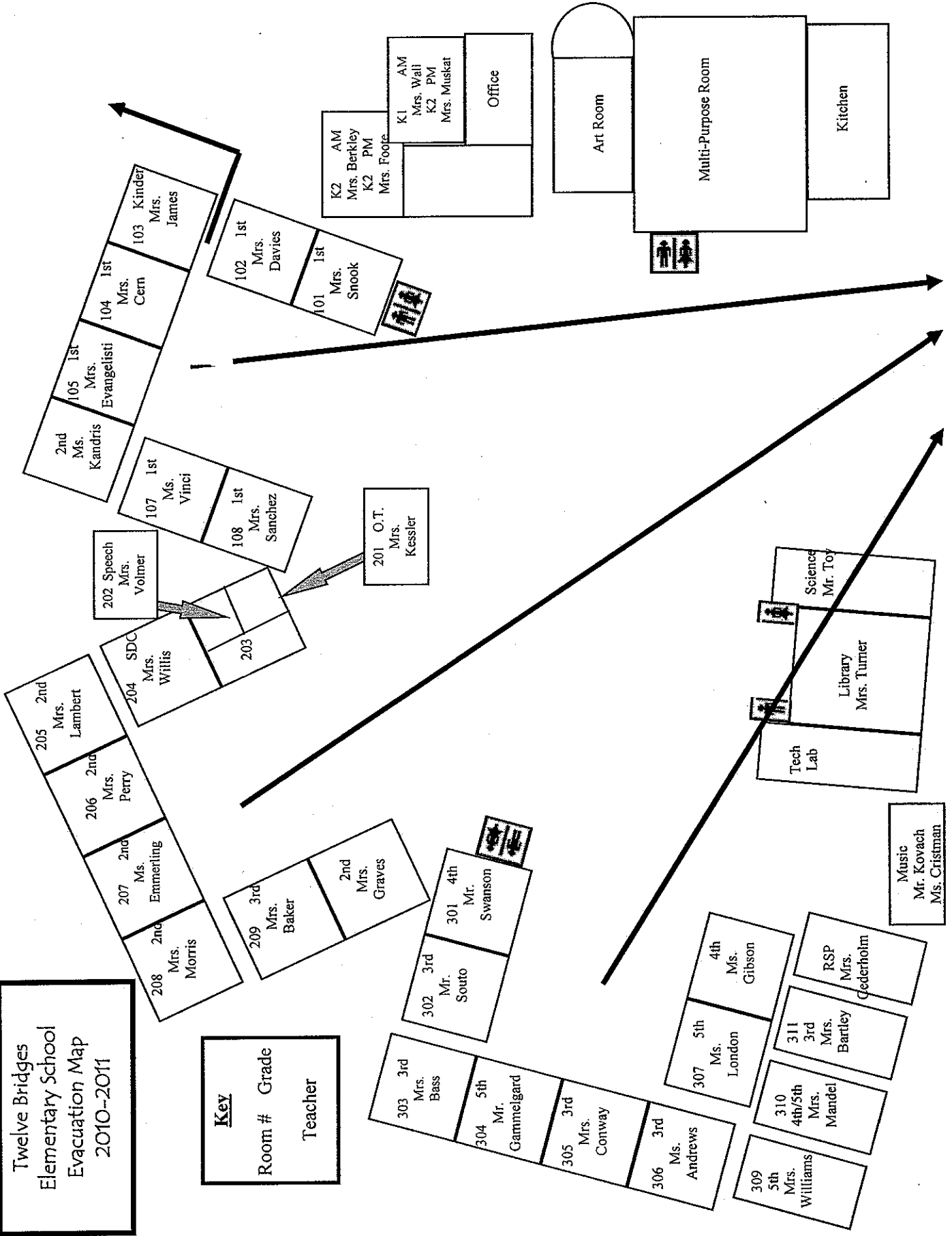
"GREEN CARD" – all is well and everyone is accounted for

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

Twelve Bridges Drive Gate (For Buses Only)

Twelve Bridges Elementary School Evacuation Map 2010-2011

<u>Key</u>	
Room #	Grade
Teacher	

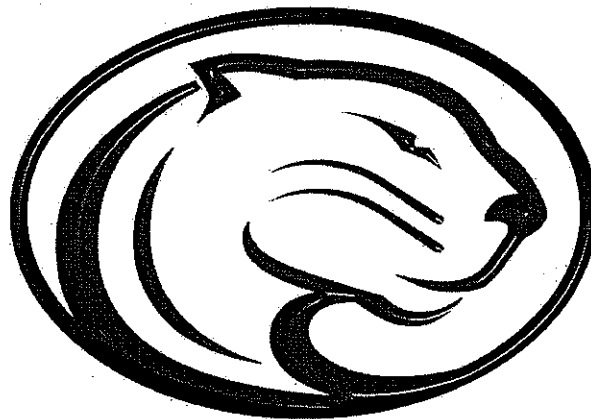


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GLEN EDWARDS MIDDLE SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

2010-2011



Developed By:

Michael Doherty, Principal
Daniela Thompson, Assistant Principal

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Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

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Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

COMMITTEE MEMBERS

School Site Council or Delegated School Safety Planning Committee Members	Principal	Classroom Teacher	Classified Employee	Parent
Michael Doherty	X			
Jason Noonan		X		
Olen Dillingham		X		
Deb Morrison		X		
Dan Alcorn		X		
Diane Smith			X	
Janette Mercier			X	X
Ginger Cosh				X
Patrick Shima				X
Brent Welburn				X

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, 2010-2011

STUDENT DATA SUMMARY

	'03- '04	'04- '05	'05- '06	'06- '07	'07- '08	'08- '09	'09- '10	'10-'11
Number of Suspensions	236	154	247	160	264	249	186	63 as of 1/24/11
Number of Expulsions	6	7	13	2	8	13	5	1 as of 1/24/11
Enrollment	875	967	1052	720	693	638	632	689 as of 1/24/11

Conclusions from Data:

- In 2003, the student population began to steadily increase. As a result, the number of suspensions increased as well.
- 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, student enrollment was reduced. Suspensions and expulsions during the 2006-2007 year declined. 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.
- The number of suspensions in 2009-2010 declined due to the implementation work developed from the BEST Team such as the Panther Pledge and Behavior Matrix
- The number of suspensions in 2010-2011 are currently lower due to the 8th grade class exiting (gang related issues); consistent enforcement of school expectations, and progress towards a positive learning environment.

Data Sources Reviewed:

Assertive Discipline Records found in AERIES and spreadsheets maintained by Assistant Principal.

How did the data determine the goals?

Due to having a clear discipline policy in place, poor behavior choices on campus have greatly reduced. Student awareness of expectations has increased. We are currently working on increasing student attendance, enhancing student character, and encouraging staff members to be unified in their message and interactions with students.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

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 689.
- Glen Edwards is one of eleven schools in WPUSD and reflects the diversity of Lincoln. Our student body is: 57.1% Caucasian; 35% Hispanic; 1.7% African American, 1.4% Filipino; 2.8% Asian, and the remaining 2% 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 school schedule 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 provide students with additional support or opportunities to be challenged at their level. We also offer AVID and Better to Best.
- Next year, the schedule will be further adjusted to meet the needs of all learning levels.
- Personnel are in-serviced in multicultural education through college coursework (CLAD), professional growth, and on-going staff development programs to meet the challenging needs of students. All teachers are required to have a 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; after school tutoring; and tobacco education.

Physical Environment of the School:

- The GEMS campus perimeter and interior are fenced to secure the site. However, keeping the gates locked during school hours continues to be problematic.
- School visitors, guests, and parent volunteers are required to sign in and obtain badges at the front office before entering the campus. This continues to be an area to improve and enforce.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

- A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom.
- The Campus Security Officer patrols the campus, hallways, and bathrooms during the school hours.
- Physical conditions on campus which may lead to accidental harm are immediately addressed and/or repaired.
- There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible, promptly replacing broken windows, taking pictures to document the vandalism, and notifying the Lincoln Police Department.
- A campus wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear and effective announcements at any time.
- Security alarms, camera monitors, and fire alarms enhance overall security.
- Classrooms are maintained, free of physical hazards, and equipped with telephones and intercoms/communication systems.
- Teachers all have green/red yes/no signs to hang in the doorway to signal the safety status of the classroom in a crisis situation.
- A site emergency plan is in place and site fire drills, lock down drills, and earthquake drills are scheduled.
- Standard incident reporting procedures are in place.
- The school has adequate and proper protection against falls from recreational equipment and landscaping designs prevent students from climbing to dangerous heights.
- Four noon aides and administrators monitor campus during lunch time. Two aides monitor the cafeteria, the hallway, and outside eating area. The other two aides monitor the playground and field area. Each aide has a walkie-talkie to communicate with one another, administrators, and custodian.
- During their assigned duty weeks, teachers and/or aides supervise areas throughout 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 an evacuation map. The Student-Parent-Teacher Agenda contains complete information on school procedures as well. Lastly, procedures are posted on the school computer drive for easy access.
- Valuables and equipment are inventoried properly, engraved for identification, and stored securely.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

AREAS WE WISH TO CHANGE

School Culture/Climate:

- Increase consistency among staff related to discipline and procedures; thus, reducing the amount of time students are out of the classroom (missing instruction) for discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

Physical Environment of the School:

- Minimize unsafe actions and injuries on campus during all times of the day.
- Increase cleanliness on campus: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Addition of security cameras
- Eliminate the constant presence of ants in classrooms and public areas.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component I:

School Culture/Climate

Goal:

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

Objectives:

- Increase consistency among staff related to discipline and procedures; thus, reducing the amount of time students out of the classroom due to discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

Activities:

- Building Effective Schools Together (BEST) Team:
 1. The BEST Teams meets every month to continue implementation of practices learned the year before through training. The BEST Team attended a "Booster" in the fall to continue with action plan.
 2. The team consists of:
 - ✓ Daniela Thompson, Assistant Principal
 - ✓ Pam Johnson, General Education Teacher
 - ✓ Dave Luci, RSP Teacher
 - ✓ Vincent Hurtado, School Psychologist
 - ✓ Maribel Vergara, Classroom/Noon Aide and Parent
 - ✓ Jeanette Mercier, Substitute Teacher and Parent
 3. The team is currently working on a Behavior Flow Chart, displaying Panther Pride Posters, and developing a different method for consequences
- Character Education:
 1. Monthly Life skills focus i.e. integrity, flexibility, effort.
 2. Principal emphasizes character traits every morning while reading the student bulletin.
 3. Student of the Month selected based on the Life skill focus for that month
 4. Counselor and other organizations make class presentations and provide on-going activities for students and staff regarding bullying, harassment, tolerance, and diversity.
 5. Counselor organizes information meetings called Topics of Interest for Students and Parents (TIPS). The featured speakers have included

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

officers from Lincoln Police, representatives from the ReDirect Program,
Peer Court, and 40 Developmental Assets.

Persons Responsible for the Implementation:

Principal, assistant principal, counselor, school psychologist, teachers, staff, students, and parents.

Completion Date and Budget:

BEST Training was completed March 3, 2010; however, the work/plan/coaching will continue afterwards. Projecting three years to work towards full implementation. There may be more costs at a later time, as needed/applicable. Site Plan has money allocated for student recognition/incentives, as appropriate.

Resources Needed:

Time to plan, prepare, and implement new practices. Presentations to staff and students are anticipated. Incentives/awards/celebrations planned for student recognition.

Evaluation of the Objective:

Evaluation will be done through analysis of academic and discipline records. BEST Team will meet on a regular basis/as needed to implement and address areas of concern. Teacher and/or student surveys may be developed and analyzed, if appropriate.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

Component II:
Physical Environment

Goal:

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

Objectives:

- Minimize unsafe actions and injuries on campus during all times of the day.
- Increase cleanliness on campus: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Addition of security cameras
- Eliminate the constant presence of ants in classrooms and public areas.

Activities:

- Utilize the surveillance system to monitor behavior/situations on campus:
 1. More cameras installed (currently have 3). There was a walk through on 12/17/09 with Brian from Surveillance Systems Integration to identify need/placement of cameras. To date, no cameras have been added.
 2. Installation of wiring/connectivity for strategically placed cameras. Bob Lyons, Director of Technology, will be involved with this process.
 3. Computer access from office/desk for Principal and Assistant Principal to monitor more frequently. Current monitor in office hallway will be relocated.
- Can/Bottle Recycling and Litter:
 1. Extra blue recycling containers placed on campus
 2. Extra garbage receptacles will be placed on the blacktop and field
 3. APTS will collect and return cans/bottles for deposit
 4. Funds collected from deposit will be placed in Student Body account.
 5. Community service/campus clean up will be added as an option for a behavior consequence
- Pest Control:
 1. The entire building will be sprayed for ants on a regular basis. School breaks/vacations would be the best time to schedule.
 2. Coordinate with the maintenance department for calendaring dates to ensure that the presence of ants is addressed immediately. A proactive, rather than reactive approach would be beneficial.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

Persons Responsible for the Implementation:

- Principal, Assistant Principal, Director of Technology, surveillance company, and Noon Aides
- APTS, teachers, students, and custodians
- Maintenance Department

Completion Date and Budget:

September 1, 2010 for camera installation and placement of recycling/trash receptacles. Otherwise, on-going. Budget: Site Plan, Technology Grant (pending), and District level facilities/maintenance funding for pest control

Resources Needed:

1. Wiring added in appropriate locations for camera connection
2. Recycling containers
3. Extra garbage cans
4. Pest control vendor/provider

Evaluation of the Objective:

- ✓ No ants!
- ✓ Decreased litter on campus and field area.
- ✓ Money added to student body funds from recycling.
- ✓ Less vandalism and unsafe behavior due to added cameras and monitoring.

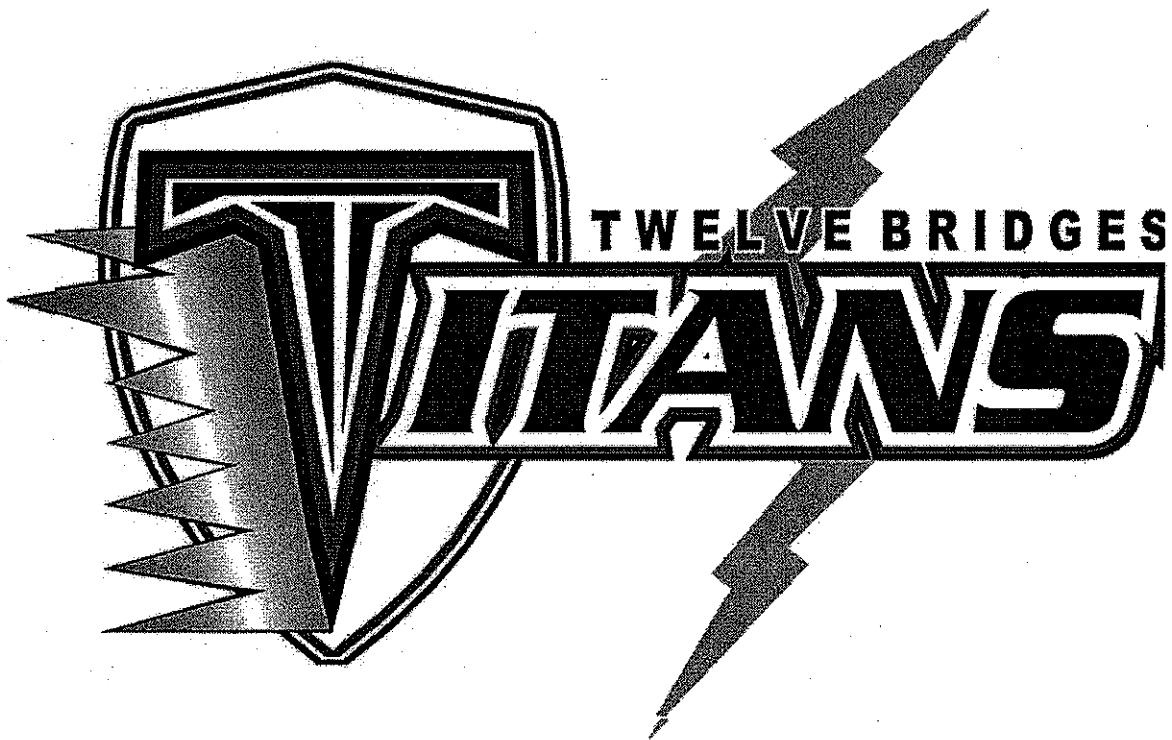
Glen Edwards Middle School
Comprehensive School Safety Plan, 2010-2011

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing <input type="text"/></p> <p>Site of Public Hearing <input type="text"/></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> 	
<p>Review of Progress for Last Year</p>	<p>Name: Daniela Thompson</p>	<p>Date: 01/24/2011</p>
<p>Law Enforcement Review</p>	<p>Name:</p>	<p>Date:</p>
<p>Site Council Approval</p>	<p>Name: Michael Doherty</p>	<p>Date: 02/07/2011</p>
<p>School Board Approval</p>	<p>Name:</p>	<p>Date:</p>

Twelve Bridges Middle School

Safe School Plan

2010-2011



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

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Comprehensive Safe School Plan

2010 – 2011

Twelve Bridges Middle School

Stacey Brown, Principal

Plan Developed By	Title
Stacey Brown	Principal
Randy Woods	Assistant Principal
Ann Long	Teacher
Eric Bost	Teacher
Krystal McGowen	Teacher
Traci Campbell	Teacher
Belinda Silva	SBLT Parent
Tonya Hamlin	SBLT Parent
Tiffani Sienkiewicz	SBLT Parent (President)

Public Hearing Date: January 18, 2011

Adopted by School Site council: January 18, 2011

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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 students can 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 860 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:**
 - 2010-2011 school year

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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

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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:**
 - 2010-2011 school year

Budget

1. Time and materials

Evaluation Criteria and Timeline

1. Evaluations will be monitored monthly throughout the year.

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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 resource 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, as well as through first day packets. 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.

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Procedures are established for 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:**
 - 2010-2011 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.

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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 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:**
 - 2010-2011 school year

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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
- 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:

- 2010- 2011 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

7.3.157

Placer County Office of Education

Comprehensive Safe School Plan

2010-2011

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

Christian Perkins

Steve Krueger

Title:

Assistant Principal

Assistant Principal

Counselor

Teacher

Teacher

Teacher

Teacher, Activities Director

A.P Secretary

Principals Secretary

Parent/Site Council President

Student/ASB President

School Resource Officer

Date Adopted by School Site Council _____ President _____

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Comprehensive Safe School Plan
2010-2011
Lincoln High School

SAFE SCHOOL PLAN COMMITTEE- APPROVAL

Dave Butler	Principal	_____ Date _____
Victoria Eutsey	Assistant Principal	_____ Date _____
Rob Kerrigan	Assistant Principal	_____ Date _____
Susan Valdez	Counselor	_____ Date _____
Jennifer Nelson	Teacher	_____ Date _____
Mike Maul	Teacher	_____ Date _____
Bob Pierce	Teacher	_____ Date _____
Mary MacQueen	Activities Director	_____ Date _____
Barbara Green	Principal Secretary	_____ Date _____
Charlene Emerson	A.P Secretary	_____ Date _____
Lucinda Noreen	Parent/Site Council President	_____ Date _____
Christian Perkins	ASB President	_____ Date _____
Steve Krueger	School Resource Officer	_____ Date _____

7.3.159

Comprehensive Safe School Plan
2010-2011
Lincoln High School

STUDENT DATA SUMMARY

Data Source	2005-06	2006-07	2007-08	2008-2009	2009-2010
Enrollment	1231	1349	1432	1390	1479
Discipline Records (Number of Incidents)					
Suspensions	183	189	154	140	151
Expulsions	19	12	7	12	3

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)
- 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, 2008-2009, and 2009-2010 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.
- The WPUSD Board Policy changed in 2009 to recommend a student for expulsion after they have accrued more than ten days of suspension to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.

Conclusions from Parent, Teacher, and Student Input:

- I believe that student conflicts and drug problems have greatly decreased since I first started at Lincoln High School due to the stern stand for the school's safety by administration. Christian Perkins, 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
2010-2011
Lincoln High School

STUDENT DATA SUMMARY
(continued)

<p>List Data Sources Reviewed</p> <ul style="list-style-type: none">• Discipline records• Standardized test scores (STAR & CAHSEE)• Graduation rate
<p>Areas of Pride and Strength</p> <ul style="list-style-type: none">• Supportive Staff and Administration• California Distinguished School Recognition• Career Technical Education Award• 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)
<p>Opportunities for Growth and Improvement</p> <ul style="list-style-type: none">• Continue to implement Professional Learning Communities• Work with the School Resource Officer• Accommodate and upgrade facilities for growth and remodeling

7.3.16(

Comprehensive Safe School Plan
2010-2011
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
COMPONENT I

Component I: People and Programs
<p>Goal #1 To establish and maintain a positive and safe learning environment in which students feel safe and experience academic success.</p>
<p>Objectives: To provide an academic learning environment To ensure a safe and orderly environment</p>
<p>1.0 Establish and maintain high and consistent standards for achievement</p> <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
<p>2.0 Maintain an atmosphere which enables students to achieve</p> <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. The Best Committee established expected behaviors and created posters. • The Communication Committee researched and created an intervention STRIPES schedule, which allotted additional time in each class period to be used for intervention, remediation, and enrichment. • Peer tutoring provides academic assistance in the library Monday through Thursday from 3:30 to 6:00.
<p>3.0 Publish annually and review with students the schools rules and procedures for discipline on campus</p> <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.
<p>4.0 Annually update the Lincoln High School Comprehensive Safe School Plan</p>

7.3.162

Comprehensive Safe School Plan
2010-2011
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.
- Administration involves the school resource officer when dealing with issues such as drugs, alcohol, gangs, weapons, fights, or harassment. The school resource officer along with the administration interviews students and meets with parents when dealing with the student's offense and their consequences.

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
- Review of Comprehensive Safe School Plan
- Incident logs and discipline records

7.3.163

Comprehensive Safe School Plan
2010-2011
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 and the bell 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 2009-2010 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, 2009. The two science teachers who moved into their new classrooms had previously taught science in a regular classroom.

7.3.164

Comprehensive Safe School Plan
2010-2011
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.

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Comprehensive Safe School Plan
2010-2011
Lincoln High School

Personal Characteristics of Students and Staff:

Ethnic/Cultural diversity of students

- The ethnicity and cultural diversity of each student is recognized and respected. Students intermingle with each other with little or no concern about the ethnicity of cultural background of each other. If an incident of racial harassment is reported, then Administration investigates, counsels students, deals with consequences of the offense, informs parents, and follows up.

Life experiences of students and staff

- Curriculum and special programs are designed and modified to address issues relevant to the student body
- County social services support systems are coordinated with the school to provide need services.

Staff Expertise

- The staff is diversified as to race, gender and ethnicity. Each individual helps to form a team-like atmosphere so that everyone feels that their importance is appreciated.

Physical/Health Concerns

- The school works closely with local health agencies and teaches issues that affect health in the curriculum.

The School's Physical Environment:

School Location

- Lincoln High School is located in the town of Lincoln which is part of Western Placer Unified School District.
- The student population at the high school has increased over the past ten years and is now approximately 1496. Anticipated growth will have the student population increased to 1600 over the next two to five years.

School Grounds

- The Lincoln High School campus is completely fenced. The campus is closed for all freshmen and sophomores. Juniors and Seniors meeting grade and discipline requirements may earn off campus privileges at lunch.
- Four campus supervisors are on campus. There is adequate supervision on the campus to provide a safe environment for staff and students.

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- The old gym and the new gym are open each day during lunch for supervised activities.
- The school is completely alarmed and the gates are locked after school and on the weekends.
- School policies concerning graffiti and vandalism are strictly enforced.

School Buildings and Custodians

- School buildings are well maintained, alarmed and free of physical hazards.
- The custodial staff is hard working and takes pride in the campus.
- Because of the increase of student population, three portable classrooms and two science labs were added on the campus.

Internal Security Procedures

- A district crisis-response team and plan is in place with identified procedures. Standard incident and accident report procedures are in place.
- Security cameras have been installed throughout campus to monitor activity.

The School's Social Environment

Leadership

- The administration strives to establish leadership through establishing a positive style and tone. Shared decision making is encouraged and change and innovation that will lead to student success is looked upon as something positive.

School-Site Management

- Input from students, staff, parents, and the community in general, is encouraged. An active SBLT, staff and department meetings and the Student Council provide a way for different factions to express their ideas and communicate.

Classroom Organization and Structure

- Conditions that promote maximum learning for students are in place. Staff members are encouraged to promote good citizenship, appreciation of all differences, student responsibility, career goals and critical thinking.
- No student has the right to disrupt the education of another student.

Discipline and Consequences

- Policies and procedures are in place for any disciplinary action which may be required. Students and parents are informed of these policies through printed information sheets, conferences and/or meetings.

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The School's Culture

Affiliation and Bonding

- Students and staff feel safe and secure on the campus. Students and staff take pride in Lincoln High School and strive to make it a friendly environment for everyone.

Behavioral Expectations

- The school models and expects positive behavior, maximum effort and respect for others from everyone.
- The administration has taken a zero tolerance stance regarding drugs and gang activities.

Academic Expectations

- Maximum effort to obtain academic goals is an expectation for everyone. Assessment tools are in place so that students achievement can be measured.
- All students are expected to be prepared for their next step, whether that may be to college, trade school, the military, or the workforce.

Support and Recognition

- Achievement by students and staff is recognized through dinners, the newspaper, meetings, assemblies and letters.
- Tutoring is available to all students.
- Special classes are designed for students who require extra assistance with the California High School Exit Exam.

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Comprehensive Safe School Plan
2010-2011
Lincoln High School

Crisis Response
Staff Assistance

Staff Member	CPR	First Aid	Translation	Counseling	Runner
Allen, Sheila				X	X
Allen, Tim					
Amalong, Jared					
Armistead, Jessica					
Ash, Robert					
Behm, Felicia					
Bolton, Julia					
Bombard, Ersula				X	X
Bonito, Cindy				X	X
Boram, Betty Jo	X	X			
Byron, Ellen					
Caldwell, Jan	X	X			
Carlton, Susie	X	X			
Cash, Jeff					X
Chappelle, Eric			X Spanish		X
Coast, Kim					
Cullen, Mary Louise					
Cummins, Ed					
Duer, Jeff					
Emerson, Charlene				X	X
Foley, Jill			X French		X
Foxworthy, David					X
Freestone, Mark					
Garcia, Cathy					X
Griesmer, Donna			X Spanish	X	
Griffin, Nancy					X
Hagman, Cindy					
Halbert, Bill	X	X			
Harris, Lori					X
Hess, Barrett					
Horton, Jennifer		X		X	X
Jepson, Valerie					
Jocoy, Clelia	X	X	X Spanish Sign Language		

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Joe, Alex	X	X		X	X
Jones, Mark					
Kelley, Tom					
Kennedy, Kristina				X	X
Kerrigan, Rob				X	
Lewis, Brett					
Lillie, Tracey				X	
Little, Holli					X
Lomeli, Elizabeth					X
Lowe, Ken					
MacQueen, Mary					X
Maul, Mike					
McCroskey, Tara	X	X			
Melendrez, Diana					X
Mosier, Tina	X	X			X
Nelson, Jennifer				X	X
Norris, Cassandra	X	X		X	
Padilla, Roberto	X	X	X Spanish		
Palafox, Ben	X	X	X Spanish	X	X
Pierce, Bob					
Pierce, Heather		X Diabetics			X
Pogue, Pat		X			
Radican, Sheila					
Retallack, Mandy		X			X
Roberts, Gary	X		X Spanish X French		
Salsberry, Donna				X	X
Seacrist, Scott					
Smith, Janet				X	X
Spratling, Jim				X	X
Stanley, Lori					
Steuck, Nancy					
Tofft, Debbie					
Tofft, Donna	X	X			X
Tofft, Matt	X	X			X
Torrie, Kristina				X	X
Treanor, Jason					
Trueblood, Mike					
Volmer, Phil					
Walker, Cassandra					
Ward, Lisa					
Ward, Sylvia					
Williams, Dan	X	X		X	
Williams, Eric					X

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Wilson, Debbie	X	X		X	
Wood, Bob		X			X
Zamora, Betty					

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DISTRICT CRISIS RESONSE SUPPORT TEAM PLAN
Western Placer Unified School District

**LINCOLN HIGH SCHOOL
EMERGENCY PROCEDURES**

1. Administration will assess the situation and determine if lock down or evacuation is necessary.
2. Administration will give instructions to office staff which include:
 - make announcements via the public address system, runner, and/or e-mail,
 - turn off the bell system,
 - update message on school's answering machine,
 - send out message on Synre Voice (Robo Call)
 - input message for parents on marquee.
3. Administration will contact emergency services, including School Resource Officer.
4. Administration will contact Superintendent and WPUUSD District Office.
5. Custodians will close and lock gates.
6. Campus supervisors and prep period teachers will escort students who are out of class to Student Security Area and then report to the Command Center Operational Area.
7. Camus supervisors and administrators will secure the school during a lock down (see map which designates personnel responsible for securing school during lock down).
8. Secretaries will call assigned classrooms during the lock down to confirm all students have been accounted for.
9. Students and staff will evacuate the building to the evacuation area when deemed safe and necessary (see Evacuation Map and Stadium Map).
10. Administration will confirm that district office has directed transportation department and buses to arrive at the stadium parking lot.
11. Students and staff will evacuate site. Attendance Clerk will take emergency cards to the evacuation center.

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DISTRICT CRISIS RESONSE SUPPORT TEAM PLAN
Western Placer Unified School District

**LINCOLN HIGH SCHOOL
TEACHER RESPONSIBILITES**

Basic Duties: Supervise and assist your students

Lock Down Procedures:

- Secure your classroom by locking all doors, close and lock window, and close drapes or blinds.
- Direct students to maintain duck and cover positions
- Account for all of your students
- Attempt to keep the students calm
- Provide first aid where necessary
- Place color cards in the window
 - Green to signify that all is safe
 - Red to signify a CRITICAL situation such as an injury or missing student
- Do not use the classroom phone or a cellular phone
- Remain with your students and wait for instructions via phone call, e-mail, and/or announcement

Teachers on prep period:

- Escort students outside of classrooms to Student Security Area and then report to the Command Center Operational Area
- Assist the Site Command Center Liason with any necessary duties

On Campus Evacuation Procedures:

- Quickly, yet orderly, escort students to the Evacuation Area
- Take the teacher record book, student information, color Warning cards, and American flag
- Take attendance at the evacuation area
- Remain with your students and wait for instructions

Off Campus Evacuation:

- Accompany your students to the Evacuation Site
- Take roll and remain with your students
- Record when and with whom each student is released

Site Command Center Liaison: Victoria Eutsey

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Command Ctr. Operational Area: Administration Office and Library (Priority 1)
Activity Center (Priority 2)

Student Security Area: Theater (Priority 1), New Gym(2), Old Gym (3)

Evacuation Areas: Stadium (on campus evacuation)
Twelve Bridges Middle School (off campus
evacuation)

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Comprehensive School Safety Plan

PHOENIX HIGH SCHOOL

2010-2011

Revised 1-20-11

**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 2010-2011

Phoenix High School
 School/Site

Requirements Index	Section/Page
Committee Members	3
School Mission Statement	
Assessing the current status of school crime	4
Ensuring a Safe and Orderly Environment	
Action Plan: Component I, People & Programs	6
Action Plan: Component II, Physical Environment	8
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Procedures For Safe Ingress and Egress	11
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Child Abuse Reporting	13
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Notifying Teachers of Dangerous Students	47
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Hate Crime Reporting Procedures	53

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Comprehensive School Safety Plan 2010-2011 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. Kristin Jarman			X						
9. Phil Volmer			X						
10. Cassandra Norris			X						
11. Victor Montano				X					

Undated 1-20-11

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Comprehensive School Safety Plan 2010-2011

STUDENT DATA SUMMARY Phoenix High School

Data Source	School/Site				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
• Discipline records					
Suspensions (number of incidents)	85	146	185	208	120
Expulsions	2	5	5	10	0
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010

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.
- The decrease in expulsions from 08-09 to 09-10 are directly related to 1) change in Board policy regarding # of days of suspension required before a recommendation for expulsion is made, and 2) presence of Resource Officer on campus.

Conclusions from Parent, Teacher and Student Input:

- Students who attended Phoenix in 2009-2010 have stated that the type of student that attended school were not involved in gangs and were not causing problems at school.
- Teachers have stated that with the SRO on campus, there has been a different attitude in the classroom; more respect and less negative interaction between students.
- Parents of students at Phoenix have stated that they have not heard any negative comments about school behaviors and feel that the school provides a safe environment for their children.

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Comprehensive School Safety Plan 2010-2011

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 2010-2011

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: a. Consistent reinforcement and modeling of school rules. b. Created Homeroom periods c. 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 6 th 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). m. Expansion of Title I instruction. Instruction expanded to three periods per day, focusing on remedial Language Arts instruction using EDGE curriculum.

Comprehensive Safe School Plan 2010-2011

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 2010-2011

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 2010-2011

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

PHOENIX HIGH SCHOOL SAFETY PLAN

Disaster/Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (parking lot west of campus).
3. Teachers are responsible to clear their classrooms.
4. Roll will be taken to ensure all students are present.
5. At end of emergency or drill, the "all clear" will be executed.

Threat requiring evacuation to another site.

1. The alarm will be activated with announcement over the PA system "All students are to return to and remain in their classroom!"
2. If PE students are on the playing field (LHS campus), teachers will be notified over cell phone to either return to school site or go to LHS office.
3. When transportation is available, principal or designee will call for orderly evacuation of the school to the North end of the high school track.
 - Staff will bring emergency clip board and evacuation kits.
 - Students will be moved to the west end of the athletic field for bus loading.
 - Busses will be boarded at the front of school (J Street), unless otherwise stated.
 - Additional emergency equipment (cell phone, radio...) should be secured as time permits.
4. Dare care will bring childcare supplies.
5. Phoenix High School will be locked and alarm set.
6. Students and staff will be transported to **primary** evacuation site (LHS or COES).
7. At the evacuation site, emergency activities will be coordinated jointly by the administration.
8. Phoenix High School's **secondary** emergency evacuation site, if necessary, is Carlin Coppin Elementary School.
9. At the evacuation site, Phoenix High School students will remain together until released to go home, or parents personally sign them out, and a record is kept.

Threat of violence at school.

1. All doors at Phoenix are kept lock during school hours.
2. Intecom/PA system will be used to notify staff and students to remain in the classroom and be sure their doors are locked.
3. Students and staff will remain in the classroom until the "all clear" is sound

Post Crisis plan.

1. Through combined effort with district personnel, counseling and de-briefing of students will be established.

*** Students with disabilities will be assisted to staging and evacuation areas. All egress and ingress routes can accommodate students with disabilities.**

**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
<ol style="list-style-type: none">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 students2. 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:

Approval of Change Order No. 11 for
Twelve Bridges Middle School

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Facility Funding/State
Reimbursement

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

In the process of gathering data for the City of Lincoln it was determined that Change Order No. 11 was never approved by the Board. Change Order No. 11 represents a \$16,505 increase in the Construction Contract with NTD Edge Development. All items in the Change Order were requested by the City of Lincoln which has been invoiced.

RECOMMENDATION:

Board approve Change Order No. 11.

7.4



- Owner – Cathy Allen, WPUUSD
- Contractor – M Bargenda, EDGE
- Inspector – Stan Taylor, P.J.
- Agency – Rob Andrews, DSA
- City of Lincoln – Paul Sipple

CHANGE ORDER

Project:
 12 Bridges Middle School Increment II
 770 Westview Drive
 Lincoln, CA 95648

CO Number: 11

Date: August 22, 2007

Owner:
 Western Placer Unified School District
 810 J Street
 Lincoln, CA 95648

Project No: 2001-0221

Agency Application No: 02-105761

To:
 NTD/Edge Design Builders
 27368 Via Industria, Suite 101
 Temecula, CA 92590

Agency File No: 31-42

Contract Dated: March 25, 2004
 As Amended January 31, 2005

Contract For: New School & Site Construction

The Contract is changed as follows:

Description: Items requested by the City of Lincoln, per the attached 1-page list of Edge COR Nos. 13-25.2, 82 & 88.

THIS DOCUMENT IS NOT VALID UNTIL SIGNED BY OWNER, ARCHITECT AND CONTRACTOR

The original Contract Sum was	\$	38,550,985.00
Net change by previous authorized Change Orders	\$	443,961.00
The Contract Sum prior to this Change Order was	\$	38,994,946.00
The Contract Sum will be (increased)(decreased) (unchanged) by this Change Order in the amount of	\$	16,505.00
The new Contract Sum including this Change Order will be	\$	39,011,451.00
The Contract Duration Time will be unchanged.		(0) days.
The date of Substantial Completion as of the date of this Change Order is now		March 01, 2007

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directives [CCDs] not included in this or previous change orders.

ARCHITECT	CONTRACTOR	OWNER
<u>NTDStichler Architecture</u>	<u>NTD/Edge Design Builders</u>	<u>Western Placer Unified School District</u>
<u>Jordan Knighton, AIA</u>		
<u>Address</u>	<u>Address</u>	<u>Address</u>
<u>200 Auburn Folsom Road, Suite 200</u>	<u>27368 Via Industria, Suite 101</u>	<u>810 J Street</u>
<u>Auburn, CA 95603</u>	<u>Temecula, CA 92590</u>	<u>Lincoln, CA 95648</u>
<u>By: </u>	<u>By: </u>	<u>By: </u>
<u>Date: <u>8.22.07</u></u>	<u>Date: <u>10.3.07</u></u>	<u>Date: <u>9/19/07</u></u>

7.4.1

CHANGE ORDER No. 11

School Site: 12 Bridges Middle School Increment II

District: Western Placer Unified School District

Contractor: NTD/Edge Design Builders

Date: June ???, 2007

Project: 2001-0221

Agency File No: 31-42

Agency Application No: 02-105761

DESCRIPTION:

Item No. 1: Convert redwood header boards to Trex header board in selected areas, per Edge COR 13-25.2.

Requested By: City of Lincoln

Cost:..... ADD \$ 2,000.00

Item No. 2: Revisions at Park (CCD No. 2.5), per Edge COR 82.

Requested By: City of Lincoln

Cost:..... ADD \$ 7,809.00

Item No. 3: Change DI 6608 & 6609 to type "F" DI per City of Roseville Standard, per Edge COR 88.

Requested By: City of Lincoln

Cost:..... ADD \$ 6,696.00

Total Amount of Change Order No. 11 ADD \$ 16,505.00

Contract Time Duration 0 Days

7.4.2

**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:

Approval of Change Order Nos.
13 and 14 for Twelve Bridges High School

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Facility Funding/State
Reimbursement

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

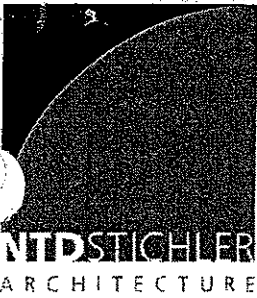
BACKGROUND:

In the process of gathering data for the City of Lincoln it was determined that Change Order Nos. 13 and 14 were never approved by the Board. Change Order No. 13 represents a \$63,562 increase in the Construction Contract with Edge Development for Storm Water Pollution Prevention Plan (SWPPP) continuation and is shared as follows: WPUSD \$39,345, Sierra College \$18,814 and COL \$5,403. Change Order No. 14 represents an increase of \$1,077.21 which includes a credit for some SWPPP continuation and a net cost for a slurry seal coat on Colonnade and adjacent areas. The breakdown per agency is as follows: WPUSD \$2,300, Sierra College \$106 and a credit to the COL in the amount of [\$1,328].

RECOMMENDATION:

Board approve Change Order Nos. 13 and 14.

7.5



CHANGE ORDER 13

TRANSMITTAL

To: Cathy Allen, WPUUSD Date: 11/29/06

Project: Twelve Bridges High School Site Development NTDS No: 2004-0096

Cc: Roger Yohe, WPUUSD Agency App. No: 02-107053
File 6.1.1

Agency File No:

Transmitted are the following: [via]

Mail Overnight Hand Other

Transmitted are the following:

Qty	Description	Date
1 ea.	Edge Development C.O.R. and backup attachments	11/28/06

Comments:

For your review and signature.

CO#13

For your:

Use As Requested Action Approval Review & Comment

By I. Thibodeau for J. Greene
Jeff Greene, Sr. CA

Heidi S. Knighton, AIA
Partner

Eric R. Southworth, AIA
Principal

200 Auburn-Folsom Road
Suite 200
Auburn, California

888.0999
Fax 530.888.7336

ntdstichler.com

7.5.1



EDGE Development, Inc.
27368 Via Industria, Suite 101
Temecula, CA 92590
(951) 296-0776 (951) 296-0775 fax

CO#13



CHANGE ORDER REQUEST

Western Placer Unified School District
810 J Street
Lincoln, CA 95648

SERIAL No: 05016 - 00237
DATE: November 28, 2006

PROJECT NO: 05016
PROJECT NAME: 12 Bridges High School Site Development
COR No.: 043
PCO No.: 043

ATTN: Roger Yohe:

PLEASE BE ADVISED:

1. This quotation is in response to CCD #07.
2. This quotation has been priced in accordance with the current job progress and rate of progress and therefore is subject to adjustment if authorization to incorporate subject change into the work is not received by: 12/5/2006.
3. Extension of contract time requested by this quotation 14 days.
4. This quotation is in the amount of : \$63,562.00.

SUMMARY OF CHANGE OF WORK:

Description of Change: CCD #07 - SWPPP Continuation

ITEM	DESCRIPTION	AMOUNT
001	CCD #07 - SWPPP Continuation - Installation of SoilTac	\$47,608.00
002	CCD #07 - SWPPP Continuation - Installation of detention pond next to library to be coordinated with Ray Bailey	\$2,333.00
003	CCD #07 - SWPPP Continuation - Preparing Stockpiles and surrounding Areas for SWPPP Installations	\$1,365.00
004	CCD #07 - SWPPP Continuation - Materials for SWPPP Installation/Maintenance	\$1,410.00
Level 001	10.00% Overhead Markup	\$5,272.00
Level 004	1.00% Bond Markup	\$580.00
Level 003	1.00% Insurance Markup	\$580.00
005	CCD #07 - SWPPP Continuation - Labor for SWPPP Installation/Maintenance	\$4,414.00

TOTAL CHANGE ORDER REQUEST : \$63,562.00

Enclosed are cost of work estimates, material, equipment and subcontractor quotations.

Note: Owner's authorized Agent's signature below constitutes a CHANGE ORDER authorizing EDGE Development, Inc to proceed immediately with the above described change for the amount quoted (if any) and/or the extension of time requested (if any), to issue Subcontract Notice to proceeds and to incorporate such amount, time and change into the billings and contract documents as a CHANGE ORDER to the Contract Documents.

EDGE Development, Inc.

By: [Signature]
Marc Bargenda
Construction Manager

WPUSD:

By: [Signature] Date: 12/6/06
Title: _____

Architect

City of Lincoln:

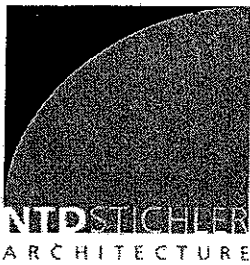
By: _____ Date: _____

By: _____ Date: _____

Title: _____

Title: _____

7.5.2



CHANGE ORDER 14

- Owner -
- Contractor -
- Inspector -
- Consultant -
- Agency -

Project: 12 Bridges High School,
Site Development, Phase 1

CO No.: 14

Date: March 22, 2007

Owner: Western Placer Unified School District

Project No.: 2004-0096-00

Agency App. No.: 02-107053

To: Edge Development

Agency File No.: 31-H5

Contract Date: August 15, 2005

Contract For: Site Improvements

The Contract is changed as follows:

Description:

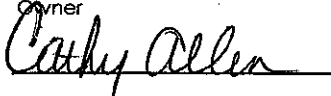
1. Drainage ditch scope modification per C.O.R. #47 (P.R. #10)
2. SWPPP continuation per C.O.R. #48 (C.C.D. #7)
3. Paving Slurry Seal Coat (ASI No. 15A)


Attachments: Itemization page (1 page)

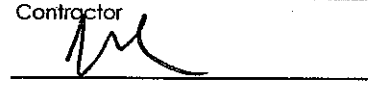
THIS DOCUMENT IS NOT VALID UNTIL SIGNED BY OWNER, ARCHITECT, AND CONTRACTOR

The original Contract Sum was:	\$4,544,007.00
Net changed by previous authorized Change Orders:	\$253,953.80
The Contract Sum prior to this Change Order was:	\$4,797,960.80
The contract sum will be (increased) (decreased) (unchanged) by this Change Order in the amount of:	XXXXXXXXXX
The new Contract Sum including this Change Order will be:	\$4,799,038.01
The Contract Time will be (increased) (decreased) (unchanged) by:	0
The date of Substantial Competition as of the a date of this Change Order therefore is:	Nov. 30, 2006

Note: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directives (CCDs) not included in this or previous change orders.

Owner

 Western Placer Unified School District
 810 J Street
 Lincoln, CA 95648
 Date: 4-16-07

Architect

 NTS Stichter Architecture
 200 Auburn Folsom Road, Ste. 200
 Auburn, CA 95603
 Date: 4-6-07

Contractor

 Edge Development
 27368 Via Industria, Suite 101
 Temecula, CA 92590
 Date: 4-26-07

7,53

Owner

Owner

12 BHS Site Development

2004-0096

C.O. #14

Sierra Community College
5000 Rocklin Rd.
Rocklin, CA 95677

City of Lincoln
472 E Street
Lincoln, CA 95648

Date: _____

Date: _____

7, S. 4

CHANGE ORDER NO. 14
ITEMIZATION

Item No. 1

Description: Drainage ditch scope modification per C.O.R. #47 (P.R. #10)
Reason:

Attachments: COR No. 47 and P.R. 10 **COR#:** 47

Total Change for this item: _____ Deduct: -\$5,713.79

Item No. 2

Description: SWPPP continuation per C.O.R. #48 (C.C.D. #7)
Reason:

Attachments: COR No. 48 and C.C.D 7 **COR#:** 48

Total Change for this item: _____ Add: \$6,791.00

Item No. 3

Description: Provide Paving Slurry Seal Coat for Paving per ASI No. 15A
Reason:

Attachments: ASI No. 15A Add: 0.00

Total Cost

Add: \$1,077.21

7.5.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

2011-12 State Budget
Governor's Proposals

AGENDA ITEM AREA:

Information/Discussion/Action

REQUESTED BY:

Joyce Lopes
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

MEETING DATE:

February 1, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Governor's January Budget focuses on closing the \$25 billion Budget gap and, at the same time, sparing K-12 education funding from further Budget cuts. Newly elected Governor Jerry Brown has acknowledged that school funding has been 'disproportionately' reduced since 2008. The proposed spending plan hinges on a continuation of the temporary sales tax and vehicle license fees. The Governor proposes calling a special election in June 2011. If the voters approve the tax and fee continuation, K-12 education funding will be largely spared from further cuts in 11-12. If the ballot measure is defeated, K-12 could face as much as \$2.3 billion in reductions in 11-12.

We will develop two scenarios for the second interim multi-year projections. The first will be based on flat funding through 11-12. The second will be based on \$2.3 billion in reductions or \$349 per ADA cut in 11-12. Board direction to staff over the past several months regarding the necessary budget reductions is to use a balanced approach. If no cuts are taken, the general fund balance will soon be exhausted. However, if a balanced budget is achieved immediately, cuts would be very deep. While it is clear that budget cuts are necessary in the coming years; taking a balanced approach to cuts is a strong interest of district constituents.

The budget committee has met twice and is developing budget reduction ideas for 2011-12. As was discussed in November and December 2010 board meetings, the district is targeting \$3 million in budget reductions for 2011-12 with a backfill of \$1.2 million from one-time federal stimulus funding. At first interim we projected that additional budget reductions of approximately \$7 to \$8 million will be necessary by 2013-14 to achieve the board directed target of a balanced budget in 2013-14. If the

7.6

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES**

state budget includes an additional \$2.3 billion in reductions in 2011-12, the district will need to identify between \$9.5 to \$11.5 million in budget reductions for 2012-13 and 2013-14.

Cash flow will continue to be an issue for our district. The Governor proposes expanding prior-year funding deferrals by an additional \$2.1 billion in 11-12. This is in addition to the \$7.8 billion in deferrals that currently exist in statute and brings the deferrals to more than \$10 billion (or 45% of the state's share of revenue limit apportionment) for K-14 education.

RECOMMENDATION:

The Board of Trustees accept the enclosed report on the Governor's Proposed 2011-12 Budget.

7.6.1