

Lighthouse Charter School



**899 Bryte Avenue
West Sacramento, CA 95605**

COMPREHENSIVE SCHOOL SAFETY PLAN

Kara Schene, Principal

Last reviewed and adopted by School Site Council

March 2023

River Charter Schools Board
March 2023

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INTRODUCTION – SCHOOL PROFILE

Lighthouse Charter School (LCS) is located in the city of West Sacramento, California. Our current enrollment includes 430 students from transitional kindergarten through 8th grade. Our school is one of two schools in the River Charter Schools organization.

At Lighthouse Charter School, we pride ourselves on maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school which support our efforts to provide a safe, positive, orderly, school environment conducive to learning.

School Crime Status and Reporting

The Principal, teachers, and support staff supervise the school campus throughout the day and at all school extra-curricular activities during after- school hours. The school works closely with the West Sacramento Police Department, to assist with safety issues, as needed. We are committed to creating the safest possible environment for students, staff, and families.

Generally, serious discipline issues at Lighthouse are few in number. Staff members handle minor classroom discipline issues within their classroom management plan and make contact with parents, when necessary. All major discipline is dealt with by administration.

Personal Characteristics of Pupils

Lighthouse has an enrollment of 430 pupils. We have 53% of our student population enrolled in the free and reduced lunch program, and this key indicator is used to determine low socioeconomic status of our pupils. 12% of our students are English Language Learners. The ethnic makeup of the pupil population is 75% Caucasian, 9% Black/African American, 9% Asian, 4% Pacific Islander, 2% American Indian, and 92% Latino.

Curriculum and Educational Activities

Our population is, overall, very stable, and predictable. In addition to students from our local West Sacramento Community, our school does attract students from Sacramento and Natomas who are looking for a smaller, more intimate educational experience.

The Schools' Location and Physical Environment

Lighthouse Charter School is located in the city of West Sacramento. The immediate area surrounding the school includes single-family homes.

Description of School Grounds

Lighthouse is a closed campus with locked entry points. The buildings all have external doors. The doors that exit to the outside parking lot are kept locked during the school day, except for the main office door which remains unlocked during business hours. There are two play areas on campus. One play area is for our transitional kindergarten and kindergarten students. A second playground can be found in the center of our campus for our 1st – 8th grade students and contains a large play structure and merry-go-round. Additionally, there are basketball courts, tetherball courts as well as picnic tables and benches for students to eat outside, when weather permits.

During the school day, staff members provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

Maintenance of School Buildings/Classrooms

The school's physical facility is maintained and well kept. School personnel, and consulting contractors periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. We have had limited graffiti or vandalism to date.

The classrooms are monitored for safety and appearance by the administration, individual classroom teachers and custodians. The pupils are encouraged to take pride in the appearance of the school.

Internal Security Procedures

All Lighthouse classrooms maintain and post emergency procedure folders and flip charts for reference.. A copy of the school's sexual harassment policy is available in the main office and is available upon request. This Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

To ensure the safety of pupils and staff, all visitors to the campus must register in the main office prior to entering further into any school building or grounds when school is in session. District employees, not assigned to Lighthouse or River Charter School, must wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and using the Restorative Justice model for reflection and forgiveness. The school's discipline plan begins at the classroom level using Lighthouse Charter School Improvement Positive Behavior and Support (PBIS). Teachers use a classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. At Lighthouse we also use a positive discipline approach to assist in desired behavior, as well as progressive discipline based on any previous incidents.

The site administrator contributes to a positive school climate, promotes positive pupil behavior, and helps reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Lighthouse employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Inventory System – Engraved ID. Security Storage

All school-site equipment has our school’s name written on it, including technology. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Lighthouse Safety Strategies

Introduction

Safe Schools are positive, orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Lighthouse promotes educationally and psychologically healthy environments for all students and youth. We recognize there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Safe school practices make major contributions to academic success and school improvement efforts.

The following strategies incorporate an expansive range of strategies and programs to support our safe and secure school environment:

SCHOOL SAFETY STRATEGY#1:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to, problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues of prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for student's mental and emotional troubles. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts.

At-risk pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to the office, (b) observed and documented aggressive behavior, (c) teacher observation and (d) Student Success Team meeting, and daily emotional check-ins.

Mental Health Programs

Lighthouse identifies students in need and brings forth the student and the family to the school's student success team. In incidences of possible suicide, school/district

Psychologist, counselor or police crisis response units shall be contacted. Counseling services have been made available to students upon referral through our school counseling program. Lighthouse also has a variety of social and emotional curriculum that aides in self-confidence and dealing with emotions. Lighthouse also provides support for our staff through Wellness together through a self-referral process.

Professional Development

Lighthouse Charter School provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self- control, to develop personal and social responsibility, and to enhance academic success.

SCHOOL SAFETY STRATEGY#2:

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually and upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The River Charter School's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving, and social decision-making is now a standard feature of effective bully, and violence prevention programs.

Lighthouse uses a progressive and restorative discipline philosophy. school- wide discipline matrix that clearly communicates the behavioral expectations and consequences for pupils. Our school has also developed plans to promote positive behaviors in the classrooms, lunchroom, hallways, playground and assembly areas.

SCHOOL SAFETY STRATEGY#3:

Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Lighthouse:

- Effectively uses the School Site Council.

- Notifies parents about and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Conducts annual surveys (parents, teachers and students) to conduct school needs assessment.
- Holds parent town-hall meetings to conduct schools needs assessment.
- Provides opportunities for Teacher-Parent conferences.
- Utilizes an “all call” system to communicate via phone messages with all parents, on a weekly basis.
- Uses social media to communicate with parents about upcoming events or activities that have happened at Lighthouse.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. Lighthouse utilizes a Student Success Team to help address issues of problem behavior as well as academic concerns. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns.

Community Linkages

When working with parents and students with specific issues, the staff will provide information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

SCHOOL SAFETY STRATEGY #4:

Specific employees use unique strategies to promote school safety.

Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds—including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Lighthouse has a dedicated staff whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal makes herself available to pupils and/or parents to safely report troubling behaviors that may lead to dangerous situations. Effective and trusting relationships between the administration, teachers, and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

We recognize that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. If an emergency were to occur, the situation would be assessed by administration and staff would be informed in a timely manner of the procedure they should follow. When incidents occur on Washington Unified School District campuses, Lighthouse will notify families as information becomes available.

Visitors and Disruptions to Educational Process

Access to school grounds is limited and supervised on a regular basis by school administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately before entering further into any school building or grounds when school is in session.

Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct including disturbing the peace.

SCHOOL SAFETY STRATEGY#5:

Effective procedures will be followed to maintain a safe physical school site.

Enhancing Physical Safety Practices

Lighthouse enhances the physical safety of our campus by having adults visibly present throughout the school, especially during recess and lunch. The Principal also maintains a vigilant presence throughout the day including recesses and lunch.

The following practices enhance the physical safety of our campus:

- Lighthouse is a closed campus, where pupils must have permission to leave the campus during school hours.
- Keeping buildings clean and well maintained.
- Maintenance of a complete list of staff members who have keys to building(s).
- Classroom phones maintain two-way communication between the front office and each classroom.
- All staff members carry two-way radios for immediate communication and assistance.

Accidents and Injuries

- In case of minor falls, cuts, scrapes, bruises, etc., student will be sent to the office for triage.
- For broken bones or more severe injuries, school staff will call the paramedics.
- for help.
- In instances when students are hurt or bleeding, parents will be notified.
- Students will be assessed by a staff member who has been trained in First Aid/CPR/AED.
- Treatment will be administered according to that assessment.
- When students are injured, all parents of students involved in the incident are notified via telephone.

Lighthouse Charter School

SITE EMERGENCY PLAN

**Supplement to
School Safety Plan
March 2023**

Approved by:

Kara J. Schene

Principal KARA SCHENE

March 1, 2023

Date

Evacuation Drill

This procedure is to be used for fire drills or for any purpose in which we need to vacate all buildings safely.

- 1) The 'fire alarm' signal sounds (repeated loud signals)
- 2) All students line up to exit QUIETLY in a single file line from the classroom to the designated area for evacuation. Students should not take personal backpacks with them.
- 3) Teachers take the RED/GREEN EMERGENCY CLIPBOARDS (it will have roll sheet, pencil/pen, emergency cell phone list, and evacuation map). Teachers need to have accessible, and bring with them: their neon vest, radio, and personal cell phones and red "GO" Backpacks with them as they exit. Leave the door to the classroom LOCKED with the lights off.
- 4) Students proceed in a single file line to the designated evacuation area and stay in that line facing away from the buildings for the duration of the drill/emergency.
- 5) Teachers take roll and confirm that all students are present: holding up your clipboard indicating GREEN (all students are present) or RED to communicate to section/area leader that there is a problem, or someone is missing.
- 6) Area/section leaders report "all clear" to administration
- 7) Everyone re-enters the building at the "all clear" signal—OR they wait for additional instructions to be given if buildings cannot be re-entered.
- 8) During the entire drill and the return to the classroom, students should be quiet and orderly in case further directions must be given.

PLEASE LOCK CLASSROOM DOORS

Radio Instructions

- A. Use channel 1 ONLY.
 - B. Turn volume ON.
 - C. To talk: press and hold large button on the left side of the radio.
-

Evacuation Site (Front Parking Lot) Instructions

- A. Teacher/Staff take attendance.
 - You MUST SEE the student to account for the student.
- B. If ALL present, hold up GREEN.
- C. If NOT all present, hold up RED.
- D. If your class is radioed, respond accordingly.

Lock-Down Drill

This procedure is to be used if there is a need to secure classrooms from an outside threat and students need to be secured inside classrooms.

- 1) You will hear a voice announcement by the principal over the intercom radio system: "Please lock down and secure all classrooms." This will be repeated 3 times.
- 2) All doors should be secured, and blinds closed.
- 3) Account for all members of the class who are present that day.
- 4) Students should be sitting on the floor AWAY from doors and windows, if possible, preferably under desk.
- 5) Phone lines and radios are to be kept clear for administrative calls into the room.
- 6) Office Manager will call 911 immediately. If Office Manager is not present, it becomes the responsibility of the Office Clerk.
- 7) Emergency buckets and backpacks are in each classroom, for use in an emergency.
- 8) Wait for an announcement to let you know the lock down has ended or to give you further information. The end of lock down will be signified by the announcement: "All clear. Lockdown is clear."

LOCK CLASSROOM DOORS

All-In Drill

This procedure is to be used for any purpose in which we need to bring students in from outside to keep them safe indoors behind locked doors.

- 1) You will hear a voice announcement by the principal over the radio system: "All students go directly to an open classroom." This will be repeated 3 times. All Staff will also BLOW WHISTLES. This will be 3 sets of 3 short whistle blows. For example, toot-toot-toot, pause, toot-toot-toot, pause, toot-toot-toot.
- 2) All staff/personnel will open nearest exterior door and direct all students to nearest open doors for entry. Teachers should not unlock their classrooms if not in near proximity but should go into nearest open classroom door.
- 3) Classrooms will then be locked, and shades need to be down, students should be sitting on the floor AWAY from doors and windows, if possible, preferably under desk.
- 4) Phone lines and radios are to be kept clear for administrative calls into the room.
- 5) Office Manager will call 911 immediately. If Office Manager is not present, it becomes the responsibility of the Office Clerk.
- 6) Emergency buckets and backpacks are located in each classroom, for use in an emergency.
- 7) Wait for announcement stating that the All-In drill has ended or to give further information. The end of the all-in drill will be signified by the announcement: "All clear. All students proceed in a straight line back to their classroom."

LOCK CLASSROOM DOORS

Lighthouse Emergency Drill Procedures

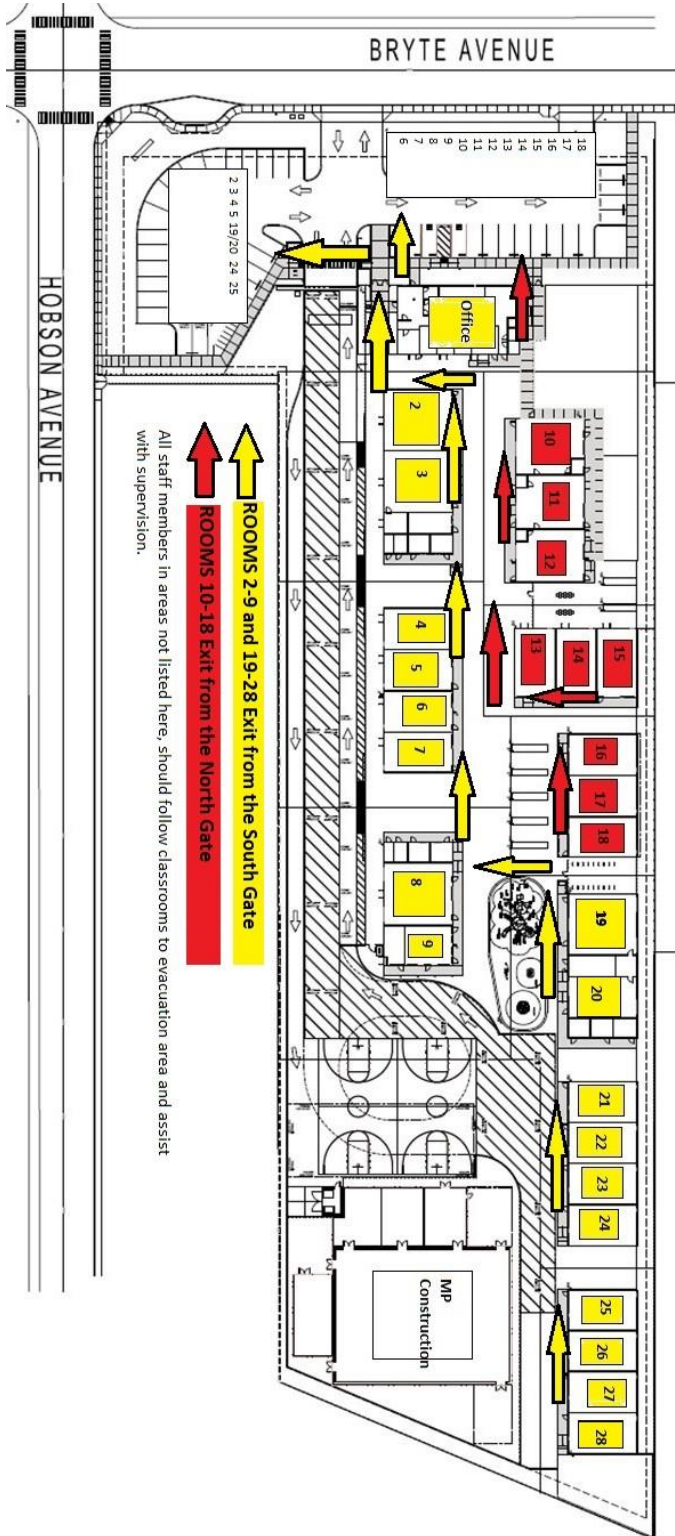
Conversation about upcoming Emergency Drill Practices: It is important to take all these drills seriously, since this is how we know what to do in a real emergency.

1. It is very important to practice each of the emergency drills as if it were a real emergency. Listen to the adult in charge and quietly follow the instructions.
2. We will continue to practice these 3 drills throughout the year so that we are prepared in case of a real emergency.
 - Evacuation drill: exiting the building for fires, hazardous materials, etc.
 - Lock down drill: Locking and securing classrooms for danger outside the building such as weather, an earthquake, or a dangerous situation on campus.
 - All-In drill: takes place when students are outside of classroom (P.E., recess, lunchtime) and must get inside quickly to avoid danger such as sudden storm, hazardous materials, or a dangerous situation on campus.
 - Communication with families after drills are complete so that parents are informed and can discuss and reinforce proper drill behavior at home.

Description of Each Drill

- **Evacuation Drill:** this is like a fire drill that we have often practiced. All classes exit quietly and in a single file line from the classroom to the designated area. Students wait in a single file line until the teachers tell them they can go back inside the building.
- **Lock Down Drill:** this drill is to be used if there is a need to secure the classroom from outside danger. You will hear a voice announcement on the radio system saying, “please lock down and secure all classrooms.” This will be repeated 3 times. All doors should be secured, and blinds closed. Students should move away from the windows and sit on the floor out of view, preferably under desk. Wait for the announcement that the lock down has ended before opening your classrooms.
- **All-In Drill:** This drill is to be used if the students are outside at recess or lunch and need to quickly get inside a building. A radio announcement will be made saying “All students go directly to the nearest open classroom. Please lock down and secure all classrooms.” This will be repeated 3 times. Teachers and staff will open the nearest doors and hold the door open for the students to go in. Students should go into ANY open door, do not try to go to your classroom if the door is closed. Get into the first open door near you.

Lighthouse Evacuation Map



EMERGENCY PREPAREDNESS GUIDELINES

This document is extremely important. It contains specific instructions to be followed in the event of real or potential emergencies.

**REVIEW THE CONTACTS CAREFULLY
FOR IMMEDIATE HELP IN LIFE-OR-DEATH SITUATIONS CALL 911**

Calling 9-1-1

When to Call 911:

In a life threatening or life and death emergency
When you must have help immediately and cannot contact a site administrator/manager

How to Call 911:

Dial 9-1-1

If on landline 9-9-1-1 (must dial a 9 to make outside calls)

Give Information:

Phone numbers from which you are calling from.

Specific address and directions to the victim/emergency

Description of emergency, victim's condition, what happened.

Your name

Be ready to have someone meet emergency crews and lead them to the scene.

DO NOT HANG UP! Stay on the line until told to hang up

COMMUNICATION DURING MAJOR EMERGENCIES

DISTRICT Office Information

**District Office- 930 Westacre Rd., West Sacramento, CA 95691
(916) 375-7600**

- Will be open in the event of an emergency.
- Sites are to communicate through the Center.
- Refer all MEDIA contacts to the Center.
- Use district telephones as primary means of communication.
- Use cell phones, fax lines, radio or ham operators as alternate means.
- Refer to site emergency cards or telephone tree or Student Information System (AERIES) to contact staff and families

COMMUNICATION DURING MAJOR EMERGENCIES

KEY EMERGENCY PHONE NUMBERS

Lighthouse Charter School	Phone	Fax
Superintendent- Matt Taylor	916-744-1212 x2100	916-744-1217
Principal- Kara Schene	916-744-1212 x2024	916-744-1217
Office Manager, Patty Reichow	916-744-1212X2100	916-744-1217
Chief Business Officer- Peter Stone	916-744-1200 x2026	916-744-1246
Transportation- Tom Bennett	916-744-1200	916-744-1246
SCHOOL SITES		
District Office	916-375-7600	916-375-7619
Bridgeway Island Elementary	916-375-7778	916-375-7794
Bryte School (Career & College	916-375-7901	
Elkhorn Village Elementary	916-375-7670	916-375-7879
River City High	916-375-7800	916-371-7047
Riverbank Elementary	916-375-7700	916-375-7709
Southport Elementary	916-375-7890	916-375-7894
Stonegate Elementary	916-375-0960	916-372-6057
Westfield Village Elementary	916-375-7720	916-375-7729
Westmore Oaks Elementary	916-375-7730	916-375-0963
Yolo Continuation High	916-375-7740	916-375-0928
Preschool Programs	916-375-7600	916-375-7771
Washington Adult School	916-375-7740	916-375-0928
Washington Middle College High	916-375-7680	
West Sac School for Independent Study	916-375-7650	
COMMUNITY:		
Poison Control	800-222-1222	
Animal Control	530-668-5287	
Yolo County Sheriff Dispatch	530-666-8282	
West Sacramento Police	916-372-3375	
West Sacramento Fire	916-617-4600	

GENERAL INFORMATION-SIGNALS

The site administrator/manager will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- Lead students/staff to safety
- Communicate with parents and authorities
- Render appropriate first aid
- Maintain student/staff morale

BASIC EMERGENCY SIGNALS:

Emergency signals generally will be electronic. Other means of communication may be used, such as, a whistle, bull horn, intercom, voice. There are two emergency signals that should remain standard in emergency situations:

<p style="text-align: center;"><u>“TAKE COVER”</u> Standard air raid siren or long fire bell</p> <ul style="list-style-type: none"> • Find nearest safe shelter • Take cover (if earthquake; under desk or table) • Lock doors and windows • Stay away from windows, light fixtures • Wait for further instruction <p>Some situations that may use this signal are: -harmful intruder, earthquake, chemical spill</p> <p>NOTE: Sites may adapt their own Emergency Signal as needed</p>	<p style="text-align: center;"><u>“EVACUATE”</u> Fire signal or cadence bell</p> <ul style="list-style-type: none"> • Leave building quickly and in orderly fashion • Use posted exit routes, primary or alternate (on room wall) • Assemble in pre-determined assembly area or where directed <p>Some situations that may use this signal are : -fire, explosions, bomb threats</p>
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GENERAL INFORMATION-SIGNALS

FIRE

SITE ACTION:

- Evaluate area according to posted evacuation routes
- Shut doors
- Call 911-or- if on land line 9-911
- Give exact address, location, and directions to fire
- Have someone prepared to meet response vehicles/personnel to direct to fire
- If no phone, send messenger to school office
- Extinguish small fires, if safe
- Keep all students/staff away from area
- Assemble in determined fire drill assembly area
- Take role and notify site administrator or manager of absent and injured students or staff
- DO NOT RE-ENTER BUILDING until directed to do so by authorities or bell system
- Notify superintendent
- Report ALL fires to maintenance department
- Leave fire scene undisturbed pending investigation. THIS IS ESSENTIAL!

DISTRICT ACTION:

- Dispatch maintenance to fire emergency
- Maintenance Director, Chief Business Officer will coordinate with local authorities and agencies (fire, police, utility, etc.)
- Secure area for investigation, clean-up and repair

FIRE

UTILITIES
MAJOR SYSTEM(S) FAILURE: GAS, ELECTRICAL, PHONE,
WATER

SITE ACTION:

Power failure:

- Contact site administrator who should notify maintenance and appropriate community agency
- Contact superintendent

Downed power lines or broken gas main:

- Evacuate the area away & upwind from leaks. Do not touch or move any power lines
- Call maintenance and appropriate utility agency

Main phone failure:

- Use nearest operational phone (pay phone, cell phone, local residence) and call the superintendent's office

Water service disruption:

- Discontinue use of water facilities
- Contact maintenance department

DISTRICT ACTION:

- Dispatch appropriate maintenance personnel to site
- Establish emergency communications as necessary
- Coordinate emergency response from Transportation, Food Service, etc.
- Act as liaison with utility agencies

NOTE: Reduction of school day or closure of a school can only be made with approval of the Superintendent or designee

UTILITIES: MAJOR SYSTEM(S) FAILURE

EARTHQUAKE

SITE ACTION:

Warning may be when the earth begins to shake: a warning signal may not be possible. This may require putting site emergency plan/teams into action.

Inside Building:

- Follow “Duck and Cover” routine (Drop, Cover, Hold)
- Stay away from windows, overhead fixtures, and falling items
- Crouch under solid cover (desk, table, or doorway)
- Cover head with arms, protect face
- Remain calm
- Avoid exposure wires, pipes, or other hazards
- Assess the situation when shaking has stopped
- Evacuate quickly and calmly
- If safe, get away from structures
- Take note of absent/injured and assist as directed
- DO NOT RE-ENTER BUILDING until damage and safety is assessed
- If known, disconnect electrical controls and turn off gas
- Notify Superintendent and Facilities, Maintenance & Operations Department

Outside Building:

- Move away from structures, power lines
- Be prepared for aftershocks
- Report to pre-determined assembly areas, if possible
- Cover head with arms, protect face
- DO NOT RE-ENTER BUILDING until damage and safety is assessed

DISTRICT ACTION

- Activate District Emergency Plan
- Maintenance will organize and assess damages secure utilities in cooperation with local and government agencies
- Maintenance will lead recovery effort

EARTHQUAKE

HARZARDOUS MATERIAL – CHEMICAL SPILL

A chemical spill could be a potentially life-threatening disaster whether from a spill of chemical(s) on school grounds or more likely, from overturned truck or train close to a school's grounds. Winds may carry fumes rapidly. Notification from fire/police department may or may not precede the spill effects. Take the following action:

SITE ACTION:

- BE CAUTIOUS
- Do not attempt to smell, touch, taste any material
- Do not be hasty in action. Assess possible harm first
- Site administrator/manager determines whether student/staff should leave or set up a shelter-in-place
- When signaled, move calmly and orderly to shelter-in-place assembly area
- Generally, this site will be pre-determined. The shelter should offer maximum protection from air borne chemical effects. Tape windows, doors.
- Shut off heaters and air conditioners
- If spill is limited to ground contamination, secure area (barricade) and keep personnel away
- Call 911-or-if on landline 9-911 for emergency assistance
- If evacuation is ordered, move quickly, calmly and orderly UP (uphill, upwind, upstream) to lessen exposure possibilities
- Render first aid as necessary
- Notify Superintendent
- DO NOT RETURN to contaminated site until direction from a competent authority is given
- Minor Spill- Consult Material Safety Data Sheet (MSDS) if product is known and proceed according to direction. Call maintenance department for support
- Log any incident. Keep written report, records

DISTRICT ACTION:

- Coordinate emergency support of site, students and personnel
- Maintenance will assist in response when appropriate
- RCS Superintendent is intended to handle media contacts and contact with WUSD Superintendent.

HARZARDOUS MATERIAL – CHEMICAL SPILL

CRIME SCENE - HARMFUL INTRUDER – ABDUCTION – HOSTAGE

SITE ACTION:

- If a crime scene is imminent, institute “Duck and Cover”
- Shut and lock doors, windows, secure entrances, pull drapes
- Call 911 – or- if on landline call 9-911
- Instruct all students, staff to remain inside until given further direction by law enforcement authorities
- Evacuate calmly and quickly ONLY after being directed to do so by Police or competent authorities
- Notify site administrator/manager who will contact superintendent
- Remain calm and alert
- In a critical incident, DO NOT evaluate or judge: DO listen to suspect, and DO allow suspect to ventilate
- Log information- write down as much as possible about incident, suspect, situation, timing
- Isolate area if possible
- Refer all media and parent to RCS Superintendent

DISTRICT ACTION:

- Set up district contingency center and other emergency measures as necessary
- Support and coordinate with legal authorities
- In attempted abduction, superintendent or designee will notify other schools in the area and direct a “parent alert notice” to students at affected school

CRIME SCENE - HARMFUL INTRUDER – ABDUCTION – HOSTAGE

BOMB THREAT

DO NOT TOUCH OR REMOVE ANY SUSPICIOUS OBJECT(S)

SITE ACTION:

Staff member receiving bomb threat:

- Gather as much information about caller/source as possible
- Write down exact responses to questions
- Note voice (gender, age, tone, emotion) and background sounds
- Let source do as much talking as possible
- Ask specific questions, when, where, who (name), what, why, how

Site Administrator/Manager:

- Assess information and determine whether or not to evacuate building(s)
- Notify appropriate law enforcement of event and action
- Direct volunteer teams to conduct rapid search of predetermined areas
- DO NOT TOUCH OR REMOVE ANY SUSPICIOUS OBJECT(S)
- If item is found, evacuate area to a minimum of 300 feet
- Secure area, notify appropriate authorities
- DO NOT USE RADIO OR ELECTRICAL DEVICES
- Re-enter only upon authority's direction
- If evacuation is ordered: carry out similar to fire drill and go to far corner of school grounds
- Keep appropriate document (report) of event

Teacher Action

- Stay with class and take roll, note missing/injured or absent students
- If not with class, report to site administrator/manager
- DO NOT ALLOW STUDENTS TO TOUCH OR REMOVE ANY SUSPICIOUS OBJECT(S)
- DO NOT USE RADIO OR ELECTRICAL DEVICES

DISTRICT ACTION:

- Serve as Communication Center
- All media contact will be directed to superintendent's office of District Contingency Center

BOMB THREAT

WATER CONTAMINATION – FOOD CONTAMINATION

WATER

SITE ACTION:

- If water contamination is suspected or has been verified, the site administrator/manager will instruct teacher/managers to move students/staff away from drinking fountains or sinks.
- DO NOT DRINK OR UTILIZE CONTAMINATED WATER
- Notify RCS superintendent

DISTRICT ACTION:

- Dispatch maintenance personnel to the scene
- Arrange for portable water as required
- Notify Water Quality Control Board
- Notify utility or appropriate county health agency

FOOD

All incident of food-related poisoning is defined as a cluster of individuals who report indicative symptoms following the consumption of food items from a common source.

SITE ACTION:

- If food poisoning is suspected, the site administrator /manager will issue an order to cease all food services operations.
- Notify food services supervisor, who will take appropriate measures
- Refer all suspected food poisoning cases to site administrator/manager, or in critical cases, call 911 or if using land line 9-911 and report the incident
- Notify superintendent

DISTRICT ACTION:

- Notify County Health Department
- Dispatch food service supervisor
- Keep the superintendent and appropriate personnel informed of all activities

WATER CONTAMINATION – FOOD CONTAMINATION

EMERGENCY ORGANIZATION CHART

PRINCIPAL

Kara Schene
916-744-1212 x2024

SUPERINTENDANT

Matt Taylor 916-744-1200 x2100

CHIEF BUSINESS OFFICER

Peter Stone 916-744-1200 x2026

OFFICE MANAGER

Patty Reichow
916-744-1212 x2100

TRANSPORTATION

Tom Bennett
916-744-1200

EMERGENCY ORGANIZATION CHART

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