2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For
Western Placer Unified School District
and
Carlin C. Coppin

Reviewed by Site Council October 24, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree i

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Shamryn Cole COES –Scott Pickett- FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson

Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz (cell) 645-5175
Eli Turner (cell) 645-4017
Joe Ross (cell)
Chuck Youtsey 434-3737 (cell)
Gordon West 201-9282 (cell)
Anayat Sharifie 434-3737 (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

Western Placer Unified School District

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Checklist

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors) Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	- Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Foskett Ranch Elementary School	Priority One – Priority Two	– Priority One - Priority Two
Twelve Bridges Middle School	- Priority One – Priority Two	– Priority One – Priority Two
Lincoln Crossing Elementary	– Priority One – Priority Two	– Priority One – Priority Two
District Office	– Priority One - Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

-

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

Death of student (on campus)

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

Death of employee
- Same as above

Fire
- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake
- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

INSERT SUICIDE RESPONSE

SECTION FIVE: NEWS MEDIA RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

Inform the District Superintendent of the death.

- Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
- Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some _for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits _when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution _in this case, the school _and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A

preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can _that you are not just "letting things happen."

• Bad News

Get out the bad news yourself _do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• Consistency

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

• Concern

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis _the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

Telephone lines for outgoing calls
Two cellular phones (in case of power problem)
Word processor, paper and white-out
FAX machine
Photocopying machine
General media information kit about the school
Copies of the news release pertaining to the crisis
Large map of site for briefing
Smaller, individual maps of the site for media
Poster board, black markers, duct tape and scissors
Radio(s)
Television(s)
VCR
Radios (walkie-talkies)
Pagers for key personnel
Notepads, pens and stapler
Coffee-other refreshments
Ashtrays
Administrative assistance
Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third- party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

SECTION SIX: Personnel Information

CARLIN C. COPPIN PHONE TREE 2014-2015

Scott Leaman

Shamryn Cole → Guy -

Cindy Hood	Lori Deschamps	Jennifer Stark	Teresa Avelar
Jennifer Bowden	Mary Grant	Cristina Dobon-Claveau	Brandon Lopez
Rhonda Brauning	Melissa Waggoner	Nicole Bartlett	René McGrath
Sarah Bagwell	Joanne Atkins	Joanne Burke	Penny Whitworth
Vicki Croall	Jeanette Kasprytzki	Alexis Dodge	Kim Luttrell
Sandi Miller	Corie Volmer	Kelli Willard	Jennifer Stacey
Linda Peterson	Nikki Silva	Will Middleton	Pam Parker
Jenny Guemmer	Sarah Conrad Van Hoy	Tiffany McGuire	Karen Newman
Nick Pearce	Roberto Padilla	Laree Quinn	Patricia Tofft
Amanda Burch (LVN)	Kelly Hayes (STAR)	Brenda Sanchez	Hilda Rubio
Conni London	Adrena Lavatai (STAR)	Shannon Girling	Cori Gray
Cindy Hood	Cindy Hood	Cindy Hood	Cindy Hood

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SEVEN: SITE SAFE SCHOOL PLAN DATA / GOALS

MISSION STATEMENT: As a community, we will provide a safe, engaging learning environment for children to learn critical thinking skills, and become responsible citizens and problem solvers in an ever-changing world.

VISION STATEMENT: Students, staff, parents/guardians, and the local community will recognize our excellence, and see our school as a desirable place to be enrolled. Unique opportunities available include a strong emphasis on a small school environment, science, technology, and the arts, in addition to a rigorous core 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. We will monitor each student's learning on a timely basis and provide additional time and support for learning until the student becomes proficient.

Single Plan for School Achievement Goals

All students will reach high standards in Literacy (ELA)
All English Learners will progress one language level as reflected on CELDT
All students will feel supported at school and will receive instruction in a safe and well-maintained environment
All students will reach high standards in Mathematics
Carlin C. Coppin will have clear communication with parents and community members that is regular and consistent to school district programs and student learning

*More detailed information related to Carlin C. Coppin's Single Plan for School Achievement.

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Creekside Oaks Elementary School

Reviewed by Site Council December 11, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Western Placer Unified School District

Table of Contents

District Phone Tree i

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 22
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors 29
- Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 30
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40 - 44

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52 - 53

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson

Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
- Lauren Quinn, Director (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

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

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

STAR
- Carlin C Coppin 645-1050
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
- Kevin Kurtz (cell) 645-5175
- Eli Turner cell) 645-4017
- Joe Ross (cell)
- Chuck Youtsey 434-3737 (cell)
- Gordon West 201-9282 cell)
- Anayat Sharifie 434-3737 (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC	Cindy Hood
COES	Emily Coffee
FSS	Bill Justice
FRES	Dan Burbage-Macaluso
LCES	Pam Soha
SES	Karen Roberts
TBES	John Kovach
GEMS	Josh O'Geen
TBMS	Randy Woods
LHS	Vicki Eutsey
PHS	Tracy Gruber **(Retired, need new name)**

Basic Duties: Coordinate all activities at the incident site.

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

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

SITE	NAME	CELL #
CCC	Teresa Avelar	
COES	Annie Larsen	
FSS	Norma Lázaro	
FRES	Katrina Moddelmog	
LCES	Irma Balonek	
SES	Mike Maul	
TBES	Corie Volmer	
GEMS	Debra Morrison	
TBMS	Todd Boynton	
LHS	Barbara Green	
PHS	Clint Nelson	

TEACHERS
Responsibility Checklist

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors) Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One Area – Priority Two	Priority One and - Priority Two
Glen Edwards Middle School	Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One Priority Two	Priority One - Priority Two
Sheridan School	Priority One - Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One - Priority Two	– Priority One - Priority Two
Twelve Bridges Elementary School	Priority One – Priority Two	– Priority One - Priority Two
Foskett Ranch Elementary School	– Priority One - Priority Two	- Priority One – Priority Two
Twelve Bridges Middle School	– Priority One – Priority Two	- Priority One - Priority Two
Lincoln Crossing Elementary	– Priority One - Priority Two	- Priority One - Priority Two
District Office	– Priority One – Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

Western Placer Unified School District

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 the "All page" button on the phone pad.
C speak slowly and clearly into the receiver

Classrooms ----

A Dial 163 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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 and remain out of sight.
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 exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

3. 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.

4. 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

5. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

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

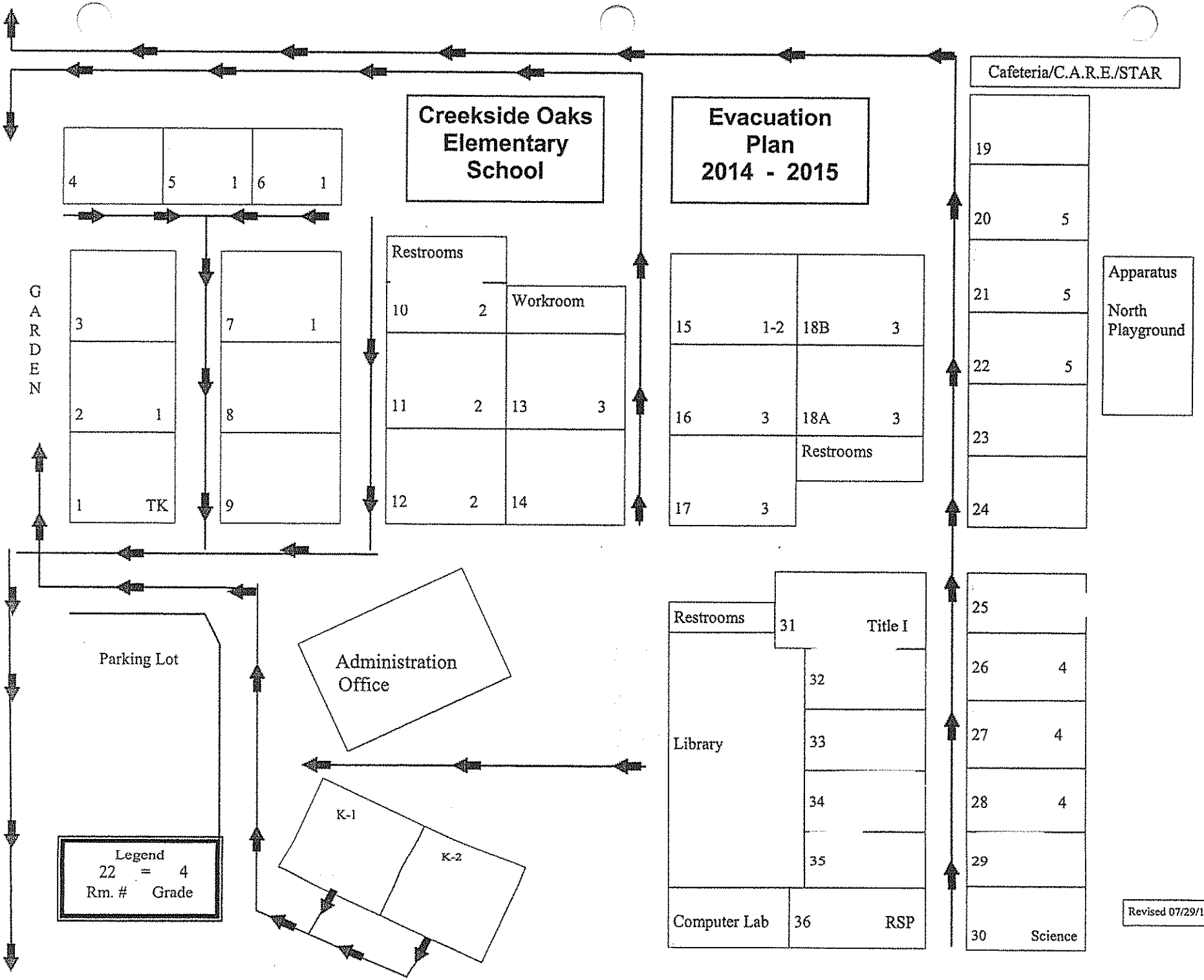
STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

Creekside Oaks Elementary School

Evacuation Plan 2014 - 2015



Revised 07/29/14

Crisis Response - Suicide
Immediate Response

(All Balded/underlined items have a handout or agenda on following pages)

Inform the District Superintendent of the death.

- ☐ Superintendent confirms death and cause of death/facts and whether family whats the fact of suicide known
- ☐ Superintendent calls appropriate principal(s)

Principal(s) calls and immediate **Initial Crisis Response Team Meeting** to assign responsibilities.

- ☐ Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
  - Principal and CRT Establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
  - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide - Staff, students, none, which?) (Possible scenarios - suicided of student; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
  - Principal checks AERIES for family members siblings

Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally befor eschool starts in the morning).

- ☐ Arrange for students to be notified of the death in small groups such as homerooms qr advisories (not by overhead announcement or in a large assembly)
- ☐ Determine who the friends/family members are on campu
- ☐ Determine how to notify/support these students/staff members
- ☐ Disseminate **Notification of Suicideto** homeroom teachers, advisors, or others leading groups
- ☐ Remind staff that returning to routines is helpful and to maintain as much normalcy in the classroom as possible
- ☐ Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
- ☐ Share with staff District procedures re dealing with media - refer media to District Office
- ☐ Set **End-of-Day All Staff Meeting** time and location
  - Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day

Principal notifies affected families.

☐ Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with

☐

the district. Do not include information regarding the manner of suicide. See Family Notification.

CRT Leader Holds **CRT End-of-Day Debrief!**

- ☐ Review day's challenges and successes
- ☐ Discuss plans for next day
- ☐ Plan End-of-Day all Staff Meeting
- ☐ Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT intervention, there must be an end-of-day Debrief!

Initial Crisis Response Team

Agenda

- Discuss Known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
  - CRT Leader - Takes command, balances responses initiatives with safety concerns;motivates responders; communicates clear directions;sizes up situation and makes rapid decisions; modifies plans as necessary
  - Public Information Officer - Superintendent or designee
  - CRT Members - Offer support; support staff/students
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of Crisis Response Team When seeing students

Initial All-Staff

- Introduce CRT Member
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the Notification of Suicide
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
  - Share Suicide Postvention Information {handout for staff)
- Remind staff that all media communications are handled through the

- **District Office (Superintendent)**

Western Placer Unified School District

Notification of Suicide

To be read or paraphrased in specified classes by appropriate staff members-teacher (if comfortable), administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students,*** _____ has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

Each of us will react to _____'s death in our own way . Some of us may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,

I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may tum out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

If you have concerns about your child's safety, please call 911 or take them to the emergency room immediately. Certain behaviors can indicate a safety concern for you child. specifically.if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or putting away belongings

Western Placer Unified School District

CRT End-of-Day Debrief

Agenda

- Include CRT members, site principals, Superintendent
- Review Day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Plan End-of-Day All Staff Meeting - review agenda
- Discuss plans for next day
    - Consider menal health supports needed
    - Develop communication protocols
    - Review Crisis Resonse Team Log
    - Determine student contact follow-up needed
- Prepare suicide Postvention Information to share with staff

End-of-Day All Staff Meeting

Agenda

- Offer verbal appreciation of all staff members
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss plans for next day
- Remind staff of importance of self-care
- Remind staff re: dealing with the media
- Determine if Follow-up Staff Meeting is Needed: Schedule meeting
- Share Suicide Postvention information

Follow-up All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
- Review event's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss andy additional plans, if needed
- Remind staff o f importance of self-care
- Share Suicide Postvention Information

SECTION FIVE: NEWS MEDIA RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis -the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media

- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)

- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays
- ☐ Administrative assistance
- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Creekside Oaks Staff Directory
School Phone (916) 645-6380 **Cell Phone Number**

Principal/Site Leader - Scott Pickett
Site Coordinator - Emily Coffee
Designated Secondary Person - Annie Larsen

Office Staff
Karen Anderson - Secretary
Catharine Meijer - Clerk
MeLissa Everts - Clerk

Custodial
Chuck Hernandez - Lead/Day
Brad Alcaraz - Night

Teachers

Transitional Kindergarten	**Cristin Herrera** **Jennifer Mason**
Kindergarten	**Shannon Burns** **Regina Hinnenkamp** **Tami Jeffs** **Stephanie Maul**
First grade	**Jackie Drechsler** **Isabelle Keeling** **Jodi Lamparter** **Lana Parr**
Second Grade	**Michelle Kamilos** **Lisa Kaufman** **April Rennie** **Christy McCracken**
Third Grade	**Annie Larsen** **Shannon Dumler** **Holly Coones**
Fourth Grade	**Julie Van Zile** **Stephanie Cassidy** **Melanee Ford**
Fifth Grade	**Greg Turner** **Jenna Nohel** **Margi Avery**
SDC (Special Day Class) Class RSP (Resource Specialist Program)	Cathy Rogers Emily Coffee
Speech and Language Music Teacher	Audree Vaanwardenberg Cathy Hutchings

Science Teacher	Susie Nelson	Room 30

Western Placer Unified School District

Title 1	Cheryl Dyok April Thornburg Krista Hochstatter
Title 1	Jill Roberson Michelle Welburn
Kitchen Staff	Yolanda Venegas (Lead) Marvaik Bodie
Cashier	Maha Peterson
Transitional Kindergarten Assistants	Desiree Monroe Lori Snyder
Kindergarten Aides	Patti Toft Peggie Pineshi
Campus Supervisors (Lunch)	Rheannon Weishahn Leslee Griffiths Maria Woolley Debbie Downs
Campus Supervisors (After School)	Martha Bond Charlene Pallas
SDC Aide RSP Aide	Melissa Harris Charlene Pallas
Library Technician	Elena Bessette
Psychologist (Mon, Wed, Fri) Behavior Coach (Mondays)	Sandi Miller Cristina Dobon-Claveau

SECTION SEVEN: SITE SAFE SCHOOL PLAN DATA / GOALS

Creekside Oaks Elementary

Safe School Plan

December 13, 2014

Ensuring a Safe and Orderly Environment

Component One – People and Programs
Action Plan

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

Objectives:

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

Student Support and Intervention Opportunities:

- Student Success Team (SST) is available for students that are having academic and behavioral difficulties.
- A Title I reading specialist and three assistants (Intervention Services Providers) work with first through fifth grade students who are reading below grade level and have met the criteria for intervention.
- EL students (English Learners) are supported through whole class core curriculum instruction and through ELD designated and integrated group instruction.
- All classroom teachers have specialized certificated or credentialed training in one of the following: CLAD, BCLAD, SDAIE.
- Through the support of Title 1 funds, additional supplemental programs in Reading Language Arts have been purchased to enhance the opportunity to support and intervene with students that are struggling below grade level.
- Special Education students receive intervention according to their Individualized Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC).
- Students meeting and exceeding grade level standards at Creekside Oaks or who are GATE identified (grades 2 – 5) will be challenged by higher level thinking activities and Accelerated Programs.
- The SCHOOLS group, from Sun City Lincoln Hills, schedules trained adult volunteers to support student learning in the classrooms by working with students in small groups and individually.
- Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all students.
- Staff will analyze student assessment data to plan instruction. Collaboration occurs during Early Release Days when grade level teams have Professional Learning Community (PLC) meetings.
- Classroom Instruction and activities will be differentiated to meet the needs of at-risk, GATE, and English Language Learners in the classroom.
- OARS – Online Assessment Reporting System provides assessment information for teacher analysis and diagnosis of student needs.
- Positive rewards and recognition programs for behavior and academics encourage success and motivates student.
- Categorical monies are provided for grade levels to hire substitutes and take days intermittently to develop curriculum, lessons, assessments, and to analyze their teaching effectiveness.
- After school tutors are hired to provide extra support for those students who do not have the necessary adult support.

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

Objectives:

1. There will be a 25% decrease in the amount of office discipline referrals for major and minor incidents as well as out of school suspensions.

Student Support and Intervention Opportunities:

- The Discipline Committee meets monthly to analyze behavior data, identify areas of need, and brainstorm solutions to create a process of continual improvement in student positive behavior.
- The Discipline Committee will also assure that programs and processes are in place so that the PBIS (Positive Behavior Intervention Support) process and programs are implemented with fidelity.
- The Discipline Committee will receive additional training and guidance from PCOE to assure proper implementation of the PBIS process.
- The Recess Ranger program allows qualifying students opportunities to develop leadership skills in planning, organizing and relationship skills.
- A Response to Intervention (RtI) process has been established to support students that need additional behavior supports. A process is in place to assure that students will receive this support in a timely manner. Those supports include different levels of intervention depending on the needs of the child.
- The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need.
- Educational programs are implemented where possible to focus on specific health issues, such as nutrition and alcohol / drug prevention where grade level appropriate.
- Students experiencing academic and/or behavioral difficulties may be referred to the Student Success Team to explore intervention options.
- A school psychologist is available for counseling with students as needed.
- Local law enforcement and community agencies will make presentations on child safety issues when possible.
- A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families as needs arise.
- The school site will provide to families in need, a list of local agencies to which people can refer for additional support and guidance.
- Focus is placed on positive character traits such as Safe, Respectful, Responsible, and Unified.
- COES has implemented the "Bucket Filler" program which teaches students to use kindness through their words and deeds to be helpful and encouraging to others.

Parent Support for component one:

- A referral system is in place for parents, through the school district and other agencies, to provide child services as needed: Parenting Classes (Love and Logic), Counseling (individual through Lighthouse Counseling services), and SARB (School Attendance Review Board).
- Parents are included as part of the Student Success Team to help create action plans that include modifications to help students become successful.
- Parents are active participants in School Site Council, Parent Teacher Organization, and various committees and classroom activities to help them feel connected to our

school community and to develop a better understanding of the curriculum and procedures.

- Western Placer Unified School District's Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs.
- Parents are always encouraged to be involved in their child's education. An example: parents of English Learners attend ELAC meetings, quarterly, to express their concerns and needs and to give input on school programs.
- Love and Logic training for parents are provided by the school district at a nominal fee.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.
- Additional outside supports are available on a needs basis for individuals and families.

Staff Support for component one:

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

Ensuring a Safe and Orderly Environment

Component Two: The Physical Environment (Place) Action Plan

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

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

Objectives:

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

Student Support

- Creekside Oaks works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.
- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, school newsletter, and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures.
- Procedures are in place for student emergency situations.
- Emergency exit plans are posted in every classroom.
- Teachers discuss and review the emergency plans with students.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes into and out of 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 principal and secretary will regularly check emergency kits to assure they are ready anytime an emergency might occur.
- Evacuation drills are done to assure that students will be evacuated in a safe and orderly environment.

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

Objectives:

1. Assure an accounting of all students and visitors while students are on campus.
2. Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. This process will be closely monitored by the principal and office personnel.
3. Make sure there is adequate lighting in place to ensure safety on the campus at night.
4. Assure that Lock-down, evacuation, and all emergency procedures are in place.
5. Monitor main entry and exit points to the school.
6. Make sure all staff members are easily identified.
7. Create a plan so there is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
8. Assure that a security system is in place and the custodians, principal and district maintenance crew monitors its use.

Student Support:

- The campus is closed and access signs are displayed prominently at entry points. 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 is trained to direct unidentified persons to the main office. Staff and office personnel monitor and assess this procedure.
- 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.
- 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.
- 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.
- Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas and the principal and night custodian periodically check to insure lighting is in working order.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the School Safety Committee, are conducted at least annually. 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 activity.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.

- Fire drills are practiced monthly. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus or evacuation drill are also practiced at least annually.
- Emergency procedures and plans are assessed by the principal and staff at least annually.

Parent Support for component two

- There is ongoing 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 for component two

- Classrooms have an appropriate amount of space for the student-teacher ratio and are designed in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment.
- 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.
- During the school day the campus is as secure as possible.
- The school practices emergency drills regularly to assure that they are ready should an actual emergency occur.
- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly 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 when using the facilities during off-school hours will have 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 at staff meetings 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. There is a two-way radio in place for communication with the District Office. Lunch 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.
- The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For
Western Placer Unified School District
and
First Street School

Reviewed by Site Council December 15, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree **i**

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias · GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	-	- Priority One and Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One – Priority Two	Priority One Priority Two
Phoenix High School	- Priority One - Priority Two	Priority One Priority Two
First Street School	– Priority One – Priority Two	– Priority One Priority Two
Twelve Bridges Elementary School	Priority One – Priority Two	– Priority One – Priority Two
Foskett Ranch Elementary School	- Priority One – Priority Two	- Priority One - Priority Two
Twelve Bridges Middle School	– Priority One – Priority Two	– Priority One – Priority Two
Lincoln Crossing Elementary	– Priority One – Priority Two	– Priority One – Priority Two
District Office	iority One – Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

Crisis Response - Suicide
Immediate Response

(All Bolded/underlined items have a handout or agenda on following pages)

Inform the District Superintendent of the death.

- ☐ Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
- ☐ Superintendent calls appropriate principal(s)

Principal(s) calls and immediate **Initial Crisis Response Team Meeting** to assign responsibilities.

- ☐ Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
  - Principal and CRT Establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
  - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide - Staff, students, none, which?) (Possible scenarios - suicide of student; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
  - Principal checks AERIES for family members siblings

Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).

- ☐ Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
- ☐ Determine who the friends/family members are on campus
- ☐ Determine how to notify/support these students/staff members
- ☐ Disseminate **Notification of Suicide to** homeroom teachers, advisors, or others leading groups
- ☐ Remind staff that returning to routines is helpful and to maintain as much normalcy in the classroom as possible
- ☐ Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
- ☐ Share with staff District procedures re: dealing with media - refer media to District Office
- ☐ Set **End-of-Day All Staff Meeting** time and location
  - Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day

Principal notifies affected families.

- ☐ Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district.
- ☐ Do not include information regarding the manner of suicide. See Family Notification.

CRT Leader Holds **CRT End-of-Day Debrief!**

- ☐ Review day's challenges and successes
- ☐ Discuss plans for next day
- ☐ Plan End-of-Day all Staff Meeting
- ☐ Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT intervention, there must be an end-of-day Debrief!

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution – in this case, the school – and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can – that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself – do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis – the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media
- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)
- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays
- ☐ Administrative assistance

- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

FIRST STREET SCHOOL
2014-2015 PHONE TREE

Norma Lázaro	**Mike Arbaugh**	**Norma Lázaro**	**Angie Selter**	**Angie Selter**
Jarma Jones	Laura LaFerriere	Veronica Edwards	Heather Willoughby	Dena Lucas
Anita Mova	Maaria Franzen	Karyn Ouan	Reina Avalos	Sarah Van Hoy
Alicia Hernandez	Patrick Stelma	Bill Justice	Betty Diaz	Colleen Gonzáles
Sue Wagner	Molly Swesey	Amanda Opperman	Misty Alarcon	Janice Borsh
Maggie Hamrick	Melissa Munno	Cynthia Snodgrass	Rafaela Balderas	Tracy Pellegrino
Sue Bier	Michelle Clark	Nicolle Fusano	Tanja Devol	Julie Ridgeway
Bev Pinknev	Noemi Vargas	Kirsten Tucker	Fatima Hubert	Maria Desantiago
Irma Ramirez	Jocelyn Cuenca	Maritza Pisik	Julie Young	Suzanne Novak
Debbie Hutchinson		Bahareh Kallergis	Milly Medina	
David Zinzun				

REVISED 12/10/14

If you are unable to reach the person directly below you, please telephone the next person. Let that person know who you were unable to contact and each one pass that information along down the line. The last person on the list contact **Norma Lázaro** at and let her know the name of the person who was not contacted.

Rubén Ayala

SECTION SEVEN: SITE SAFE SCHOOL PLAN DATA / GOALS

First Street School
Safe School Plan
2014 / 2015



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 2014-15

Approved by the School Based Leadership Team (SBLT) on December 15, 2014

Safe School Plan Committee Members

- **Mr. Ruben Ayala – First Street School Principal**
- Ms. Kerry Callahan – District Administration
- Ms. Alicia Hernandez – Second Grade Teacher
- Mr. Patrick Stelma – Third Grade Teacher
- Ms. Anita Moya Del Pino – Fifth Grade Teacher
- Ms. Angie Selter – Classified Representative
- Open – Parent Representative
- Ms. Nemesis Garcia – Parent Representative
- Ms. Terri Leedy – Parent Representative
- Ms. Vickie Vineyard – Community 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 2014-15 school year to revise and implement the Safe School Plan.

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 459, with two to three classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% 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.

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. 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

Western Placer Unified School District

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 – 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 three days per week (Tuesday – 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 it 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. For the 2011-12 school year, fencing was added on the west side of our campus eliminating one of three main entry points. We will continue to implement other safety measures which have been successful such as asking 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 will also continue to ask that all parents waiting to pick up their children congregate in a specific area of campus. We will be vigilant in enforcing this policy throughout the year. The school's video monitoring system was updated in the 2012/13 school year. Five high resolution digital cameras were installed in different areas of our campus. We added two additional cameras during the 2013/14school year in an effort to enhance the overall security of our school.

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. First Street School, along with the rest of the schools in the district, will be closely monitoring student attendance for the 2014-15 school year.

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 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 updated its video surveillance system during the 2012/2013 school year. The new system enables us to monitor activity on campus (detect strangers, etc.) during the school day and will help 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.

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.**

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For

Western Placer Unified School District
and
Foskett Ranch Elementary

Reviewed by Site Council December 16, 2015

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dem → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Checklist

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors) Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One - Priority Two	Priority One and - Priority Two
Glen Edwards Middle School	Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	Priority One Priority Two
Sheridan School	Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One - Priority Two	Priority One - Priority Two
First Street School	- Priority One Priority Two	- Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Foskett Ranch Elementary School	- Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Middle School	– Priority One – Priority Two	Priority One Priority Two
Lincoln Crossing Elementary	– Priority One – Priority Two	– Priority One – Priority Two
District Office	– Priority One - Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refilling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

Inform the District Superintendent of the death.

- Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
- Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

INSERT SUICIDE RESPONSE

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

SECTION FIVE: NEWS MEDIA RESOURCES

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will

minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could

take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media
- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)
- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays
- ☐ Administrative assistance
- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Name	Cell Phone	Grade/Position
Anderson, Carol		Second
Azar, Debra		Music
Bane, Sheila		Science
Bender, Paula		Fourth
Bryant, Vicki		Third
Burbage-Macaluso, Dan		Fifth
Butler, Tiffany		First
Carlton, Susie		Office
Castillo, Kelly		Principal
Clark, Katie		SDC Pre-School
Colflesh, Kendra		ASD K-1
Contaxis, Leah		Speech/Lang
Curry, Megan		Science
Damos, Daisy		Fifth
DeArkland, Shannon		Resource Program
Flanagan, Jenny		Fourth
Fruetel, Jennifer		SDC K-1
Grever, Vicki		First
Henriques, Stella		Custodian
Karuzas, Sue		ASD Preschool
Law, Gregg		Fourth
Mars, Monica		Fifth
Meagher, Wendy		Speech/Lang
Mendoza, Rita		Office
Moddelmog, Katrina		Office
Noriega, Kristin		Kindergarten
Sahyoun, Cammie		First
Schreiber, Terri		Second/Third
Sordahl, Shannon		Second
Springborn, Barbara(Allen)		Second
Taxara, Susan		Third
Whiteside, Coreena		Kindergarten
Zipp, Rita		Kindergarten

SECTION SEVEN: SITE SAFE SCHOOL PLAN DATA / GOALS

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 the reading and math goals set in the Single Plan for Student Achievement (SPSA).
- 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.

Student Study Team (SST) 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 homework program is offered for students in grades 3-5 for students that need extra academic support.

Special Education Students have the opportunity to participate in the Western Placer Unified School District's extended school year program as outlined in their Individualized Education Plans (IEP).

Identified gifted and talented students have the option of attending the GATE program at First Street School or attending a general education classroom at 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.

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 supplies such as dictionaries, backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need. They also offer anti-bullying programs.

Suicide prevention training is offered to support staff through Western Placer Unified School District and the Placer County Office of Education.

Goal 2

An occupational therapist works with the teachers of Special Education students who have sensory integration and fine motor 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 every other year 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, Public Health Issues, Parenting Classes, Support Groups, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives (Fantastic Falcons) and character education programs.

Educational programs are implemented to focus on specific health issues, such as nutrition, alcohol and other drug prevention, anti-bullying, stranger awareness, 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 assist 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 Student Success Team to explore intervention options.

The Lighthouse Center, located at 427 A St. #400, 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 District nurse is on campus once per week and is available during emergencies or when needed. The nurse, principal and psychologist coordinate with community services for prevention and intervention programs for students and their families.

Component Two: The Physical Environment (Place)

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

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

Objectives:

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

Safe ingress and egress of pupils, parents and school employees to and from school is important at Foskett Ranch. 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.

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.

Crisis Response Bags are 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 day

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 four times per year. Emergency procedure drills are practiced semi-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 of 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.

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For
Western Placer Unified School District
and
Lincoln Crossing Elementary

Reviewed by Site Council December 9, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree i

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett- FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul -	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson

Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

TO PLACE YOUR CAMPUS ON TEST:

CALL IFS MONITORING STATION @ 1-866-952-6840
GIVE THEM THE CORRECT ACCOUNT NUMBER OR ADDRESS OF SCHOOL
IF ASKED FOR A PASSWORD,

Using Your ICOM or KENWOOD Radio

April 3, 2013

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One Priority Two	- Priority One Priority Two
Sheridan School	Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	- Priority One - Priority Two
Twelve Bridges Elementary School	– Priority One - Priority Two	– Priority One - Priority Two
Foskett Ranch Elementary School	- Priority One – Priority Two	- Priority One – Priority Two
Twelve Bridges Middle School	– Priority One - Priority Two	– Priority One – Priority Two
Lincoln Crossing Elementary	– Priority One – Priority Two	Priority One – Priority Two
District Office	– Priority One - Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
    - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
    - (Goal of 1 box per 100 – 200 students)
    - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
    - SES & PHS
    - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
    - CCC, FSS, FRES
    - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
    - EACH of 4 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – F; G – L; M – R; S – Z
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
    - COES, LCES, TBES, GEMS, TBMS, LHS
    - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
    - Each of 8 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
        - Pens/Pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A. Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

INSERT SUICIDE RESPONSE

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making. Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution – in this case, the school – and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could

take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can -that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself -do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media
- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)
- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays

- ☐ Administrative assistance
- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Lincoln Crossing Personnel Directory

Assignment	Name	Room Number
1. Kindergarten AM	Warren, Donna	
2. Kindergarten PM	Dayna Swanson	
3. Kindergarten AM	Giannini, Jackie	
4. Kindergarten PM	Fleshman, Amanda	
5. Kindergarten AM	Brown, James	
6. First Grade	Shye, Laura	
7. First Grade	Ochoa, Mariela	
8. First Grade	Cassidy, Liz	
9. First Grade	Cook, Pam	
10. Second Grade	Shelton, Lauretta	
11. Second Grade	Valtatie, Hilma	
12. Second Grade	Beatty, Scott	
13. Second Grade	Maynard, Laurel	
14. Third Grade	Botonis, Lauren	
15. Third Grade	Crook, Jaclyn	
16. Third Grade	Bombard, Cecilia	
17. Third Grade	Stuckey, Julie	
18. Fourth Grade	Coleman, Darren	
19. Fourth Grade	Cruice, Jamie	
20. Fourth Grade	Stone, Sheri	
21. Fourth/Fifth Grade	Williams, Lorrie	
22. Fifth Grade	Sliepen, Laura	
23. Fifth Grade	Wright, Jennifer	
24. Fifth Grade	Hill, Kate	
25. SDC	Chapman, Vivian	
26. RSP 80/20%	Sauer, Diane	
27. Music	Adams, Shelley	
28. Music	Guemmer, Jenny	
29. Science 80%/20%	Brothers, Annie	

30. Science 20%/10%	Patterson, Allison	
31. Speech 80%/20%	Matiska, Barbara	
32. School Psychologist	Galvan, Victoria	
33. Principal	Rodriguez, Mark	

2014-2015 Classified Staff - LCS

Lunch in Red

1. Librarian Tech	Balonek, Irma (11:30/12)	6 hrs. 8:10 - 2:40
2. Campus Supervisor	Bartlett, Sarah	2 hrs. 11:25 - 1:25
3. Campus Supervisor	Bartlett, Sarah	.34 min. after 2:40 - 3:00
4. Food Service Lead	Borba, Michelle	6 hrs.
5. Site Cafeteria Cashier a. Kindergarten Aide (2 hrs)	Bortolus, Vickie	3.50 hrs. Cafeteria 2 hrs. AM Kinder 8:45 - 10:45
6. Campus Supervisor	Callahan, Michelle .50	30 min. after 2:40 - 3:00 2.00 11:25 - 1:25
7. Custodian PM	Carrasco, Art (5:30-6:00)	8 hrs. 1:30 - 10:00
8. Campus Supervisor	Dattilio, Jahna	1.5 hrs. W, Th, F 11:30-1:00
9. Campus Supervisor	Dattilio, Jahna	.34 after school 2:40 - 3:00
10. Instruction Aide SDC	Ferguson, Ryan (11:15 - 11:45)	5.66 - 8:30 - 2:40
11. Campus Supervisor	Finn, Liz	2.0 11:25-1:25
12. Kindergarten Aide	Henri, Debra	2 hrs. PM 12:00 - 2:00
13. Instructional Aide SDC	LaRoche, Mary (11:45-12:15)	5.66 - 8:00 - 2:10
14. Clerk	Mendoza, Rita	2.5 hrs 10:30 - 1:00
15. Site Food Service Asst.	Navarrete, Maria	3.50 hrs.
16. Instruction Aide Kinder	Noyes, Karla	2 hrs. 8:45 - 10:45
17. Custodian AM	Shawnee, Markus (10:00/11:00)	8 hrs. 6:00/2:30
18. RSP Aide	Shima, Holly (12:00/12:30)	6 hrs. 8:10 - 2:40
19. Campus Supervisor	Shorkey, Jon	1.66 11:15 - 1:15
20. Clerk	Shorkey, Trish	8 hrs. 7:00 - 4:00

	(11:30/12:30)	
21. Secretary	Soha, Pam (12:30/1:30)	8 hrs. 7:00 - 4:00
22.Instructional Aide	Suttivong, Ausanee	2.42 hrs. 11:15-1:40

Assignment	Name	Room Number	EXT Line	Cell Phone
Principal	Rodriguez, Mark		102	
Secretary	Soha, Pam		106	
Office Clerk	Shorkey, Tricia		100	
Office Clerk	Mendoza, Rita		104	
Kindergarten AM	Warren, Donna		126	
Kindergarten PM	Dayna Swanson		126	
Kindergarten AM	Giannini, Jackie		124	
Kindergarten PM	Fleshman, Amanda		124	
Kindergarten AM	Brown, James		130	
First Grade	Shye, Laura		127	
First Grade	Ochoa, Mariela		128	
First Grade	Cassidy, Liz		129	
First Grade	Cook, Pam		131	
Second Grade	Shelton, Lauretta		132	
Second Grade	Valtatie, Hilma		133	
Second Grade	Beatty, Scott		135	
Second Grade	Maynard, Laurel		136	
Third Grade	Botonis, Lauren		134	
Third Grade	Crook, Jaclyn		137	
Third Grade	Bombard, Cecilia		138	
Third Grade	Stuckey, Julie		139	
Fourth Grade	Coleman, Darren		142	
Fourth Grade	Cruice, Jamie		143	
Fourth Grade	Stone, Sheri		144	
Fourth/Fifth Grade	Williams, Lorrie		141	
Fifth Grade	Sliepen, Laura		145	
Fifth Grade	Wright, Jennifer		147	
Fifth Grade	Hill, Kate		146	
SDC	Chapman, Vivian		152	
RSP 80/20%	Sauer, Diane		140	
Music	Adams, Shelley		154	
Music	Guemmer, Jenny		154	
Science 80%/20%	Brothers, Annie		151	

Science 20%/10%	Patterson, Allison		151 or ...	
Speech 80%/20%	Matiska, Barbara		149	
School Psychologist	Galvan, Victoria		148	
Library Tech	Balonek, Irma		Home	
Campus Supervisor	Bartlett, Sarah		Cell	
Food Service Lead	Borba, Michelle		Cell	
Site Cafe Cashier & Aide K	Bortolus, Vickie		Cell	
Campus Supervisor	Callahan, Michelle		Cell	
Custodian PM	Carrasco, Art		Cell	
Campus Supervisor	Dattilio (Hill), Jahna		Cell	
Instructional Aide SDC	Ferguson, Ryan		Cell	
Campus Supervisor	Finn, Liz		Cell	
Instructional Aide K	Henri, Debra		Cell	
Instructional Aide SDC	LaRoche, Mary		Cell	
Site Food Serv. Asst	Navarrete, Maria		Cell	
Instructional Aide K	Noyes, Karla		Cell	
Custodian AM	Shawnee, Markus		Cell	
RSP Aide	Shima, Holly		Cell	
Campus Supervisor	Shorkey, Jon		Cell	

SECTION SEVEN: Safe School Plan

Lincoln Crossing Elementary School
Safe School Plan Data/Goals.

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.

Component #1 – People and Programs

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 annually 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.

Component #2 – Physical Environment

Goal One: The Lincoln Crossing campus is a secure and safe environment where students are learning and using the 7 Habits for Highly Effective People skills.

Objectives:

- The campus is closed during the school day. 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.

- 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 assesses 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.

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 which 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 the 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.

Physical conditions that could lead to accidental harm are promptly corrected. Appropriate lighting has been installed for lighting of darkened areas

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.

Staff explicitly teach the 7 Habits for Highly Effective People to students with students encouraged to utilize the 7 Habits as they interact with others, set personal goals, and work cooperatively to help their peers achieve academic and personal success. Good Habit Tickets are given to students who demonstrate one of the 7 Habits.

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.

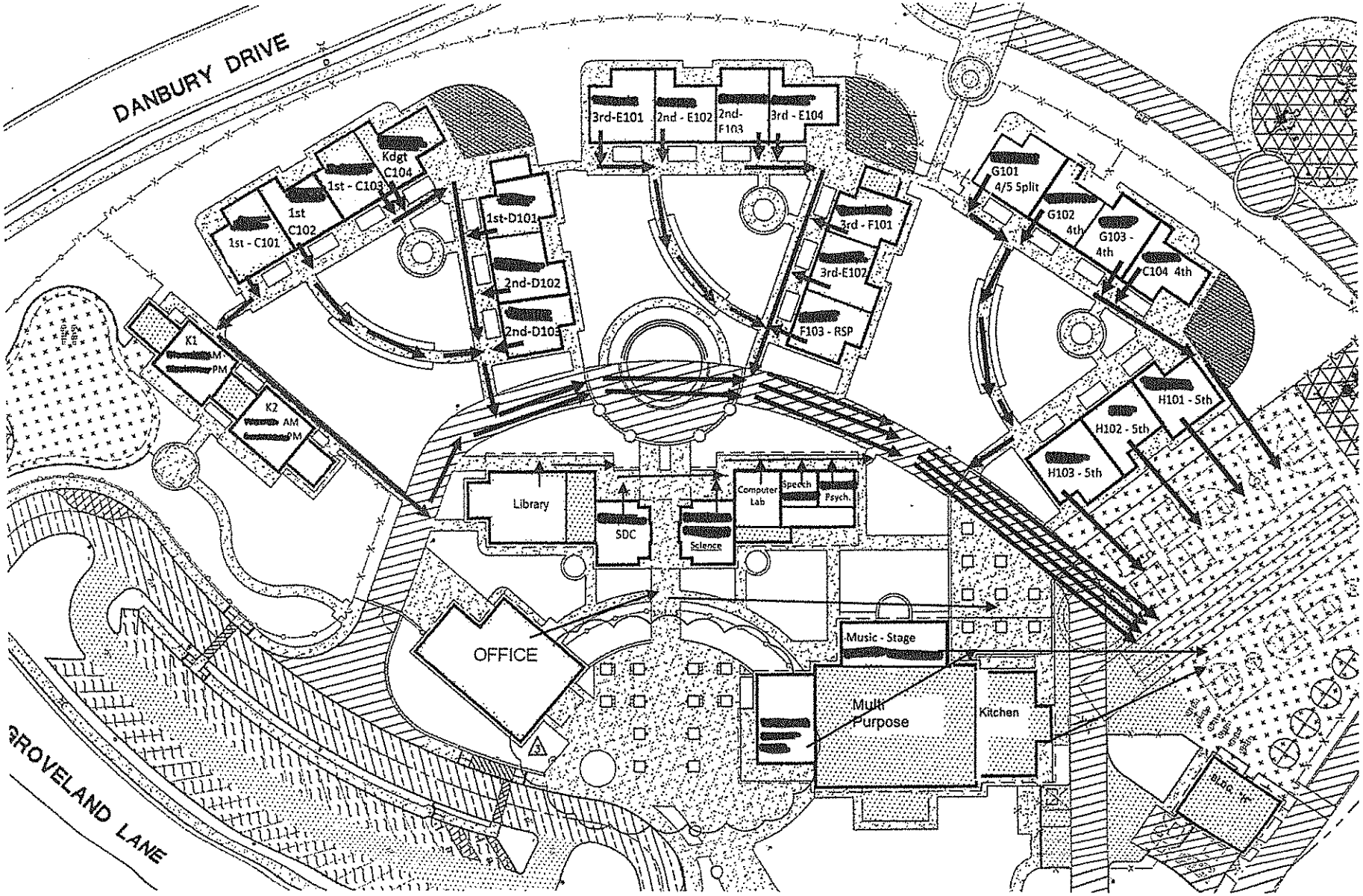
Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures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

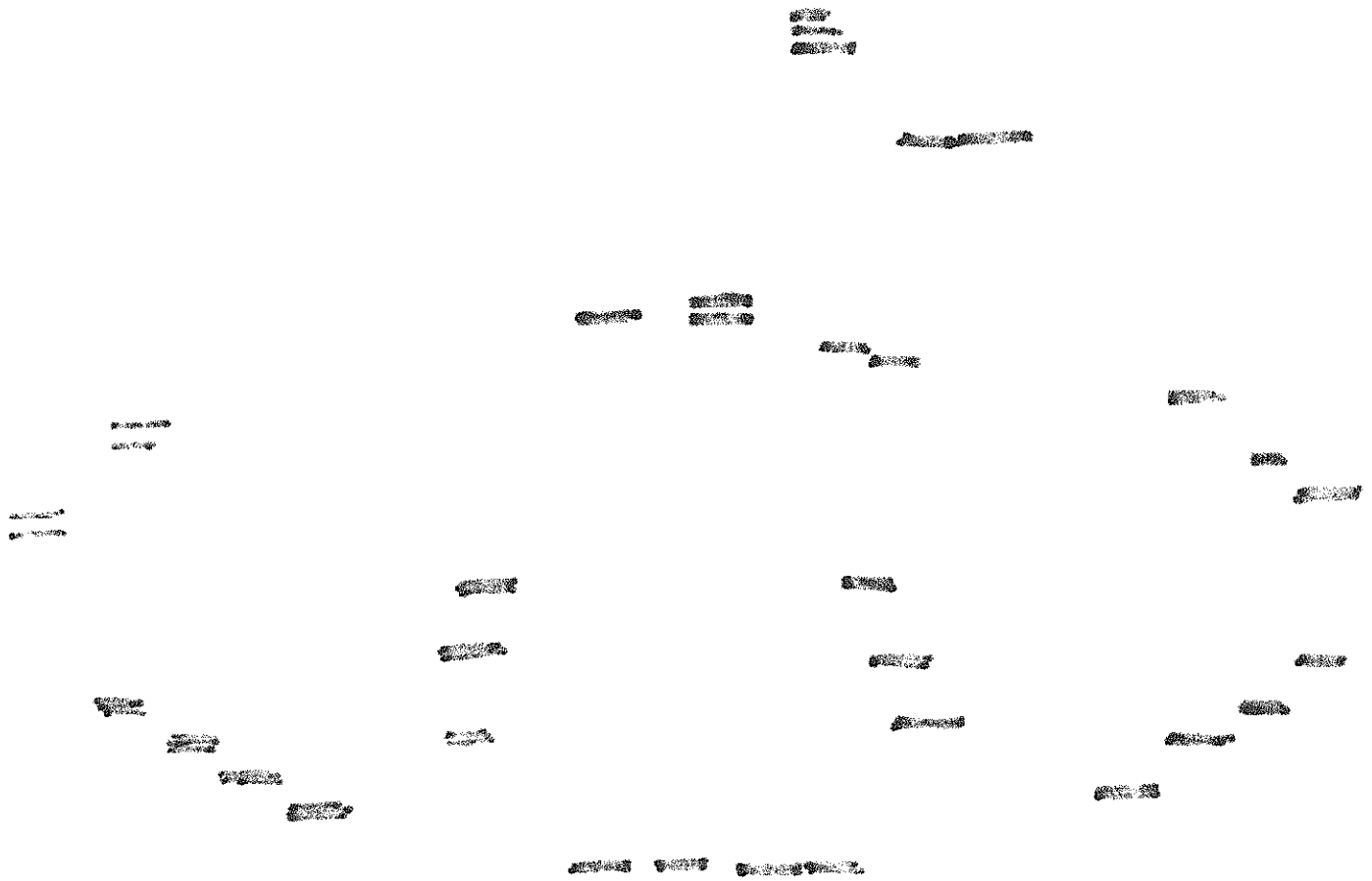
All persons will be given clear direction to not disturb any suspicious objects/packages.

Lincoln Crossing Elementary School

635 Groveland Lane, Lincoln, CA 95648



2014- 2015 Fire/Evacuation Map



2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For

Western Placer Unified School District
and
Glen Edwards Middle School

Reviewed by Site Council December 9, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree i

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach : GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dem → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Checklist

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	- Priority One - Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One Areas - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One - Priority Two	- Priority One - Priority Two
Phoenix High School	- Priority One - Priority Two	- Priority One - Priority Two
First Street School	- Priority One - Priority Two	- Priority One - Priority Two
Twelve Bridges Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Foskett Ranch Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Twelve Bridges Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Lincoln Crossing Elementary	- Priority One - Priority Two	- Priority One - Priority Two
District Office	- Priority One - Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

INSERT SUICIDE RESPONSE

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

SECTION FIVE: NEWS MEDIA RESOURCES

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will

minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could

take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media
- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)
- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays
- ☐ Administrative assistance
- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2014-2015

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.

COMMITTEE MEMBERS

School Site Council or Delegated School Safety Planning Committee Members	Administrator	Classroom Teacher	Classified Employee	Parent
Stacey Brown (Principal)	X			
Josh O'Geen (VP)	X			
Jessica Fernandez		X		
Stephanie Hammer				X
Gene Johnston				X
Courtney Handle				X
Jenifer Freymond			X	

Glen Edwards Middle School

Comprehensive School Safety Plan, 2014-2015

AREAS OF PRIDE AND STRENGTH

- 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 789.
- Glen Edwards is one of eleven schools in WPUSD and reflects the diversity of Lincoln. Our student body is: 48% Caucasian; 39% Hispanic; 1.9% African American, 1.6% Filipino, 3.3% Asian, 4.4% American Indian, and 0.6% Pacific Islander.
- The diverse cultural and ethnic backgrounds of our students are acknowledged, respected, and incorporated into the school curriculum and/or on-going activities.
- The school offers intervention classes including English Language Learner Classes that supports both EL students and those who have been re-classified, math support classes, English support classes and a curriculum support class for RSP students.
- The current discipline plan is aligned with the district policies and ensures a safe environment for 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. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. All staff (certificated and classified) review and understand the policies and procedures and implement them on a fair and consistent basis. Procedures are established for 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. Positive discipline will be utilized, when applicable, and aimed at changing the behavior and attitude students and not merely a punitive reaction.
- Students with special needs are readily accepted by peers and accommodated by staff, regardless of their abilities and challenges.
- The school schedule includes PLC time every Monday, an intervention pullout for math and English based on their past academic performance, and after school math and English homework club. We also offer AVID.
- Glen Edwards Middle School offers a Leadership class that also emphasizes community service.
- 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.
- Parents are viewed as partners in the education of our students. A strong support network is provided for parents and students (Lighthouse Resource and Counseling Center, District Health Services provide prevention and intervention programs for students and families, Free and Reduced Lunch Program.

Physical Environment of the School:

- This year APTS has concentrated on Campus Beatification including modernizing the library and staff room.
- The GEMS campus perimeter and interior are fenced to secure the site.
- School visitors, guests, and parent volunteers are required to sign in and obtain badges at the front office before entering the campus.
- A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom.
- Physical conditions on campus which may lead to accidental harm are immediately addressed and/or repaired.
- There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible, promptly replacing broken windows, taking pictures to document the vandalism, and notifying the Lincoln Police Department.
- A campus wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear and effective announcements at any time.
- Security alarms, camera monitors, and fire alarms enhance overall security. The camera system has been, and continues to be, updated. It has already greatly limited incidents of vandalism and school behavior issues.
- Classrooms are maintained, free of physical hazards, and equipped with telephones and intercoms/communication systems.
- Teachers all have green/red yes/no signs to hang in the doorway to signal the safety status of the classroom in a crisis situation.
- 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 a new agenda at the beginning of each school year. Next year the staff Handbook will be available to view on Google.docs. The handbook will contain 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.

AREAS WE WISH TO CHANGE

School Culture/Climate:

- Continue to 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.
- Continue to increase courtesy and mutual respect among our students and staff.
- Continue to increase student ownership and pride of their environment and behavior.
- Continue to increase attendance and to lessen tardiness.

Physical Environment of the School:

- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Continue to add security cameras (based on the availability of funds)

Glen Edwards Middle School
Comprehensive School Safety Plan, 2014-2015
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:
- Continue to 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.
- Continue to increase courtesy and mutual respect among our students and staff.
- Continue to increase student ownership and pride of their environment and behavior.

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:
- Evaluate the overall safety of the physical structure and prioritize the list for necessary improvements.
- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Continue to add security cameras (based on the availability of funds)
- Improve lighting on campus for evening activities and physical safety

1. Better outdoor lighting (motion-sensored?) for nighttime viewing by eye site and for camera effectiveness (recommended near the playground water fountains).

Glen Edwards Middle School

Comprehensive School Safety Plan, 2014-2015

Completion Date and Budget:

For camera installation, on-going. Budget: Safety money, Site Plan, and District level facilities

Resources Needed:

1. Wiring added in appropriate locations for camera connection
2. Additional cameras
3. New light fixture covers as needed

Evaluation of the Objective:

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

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

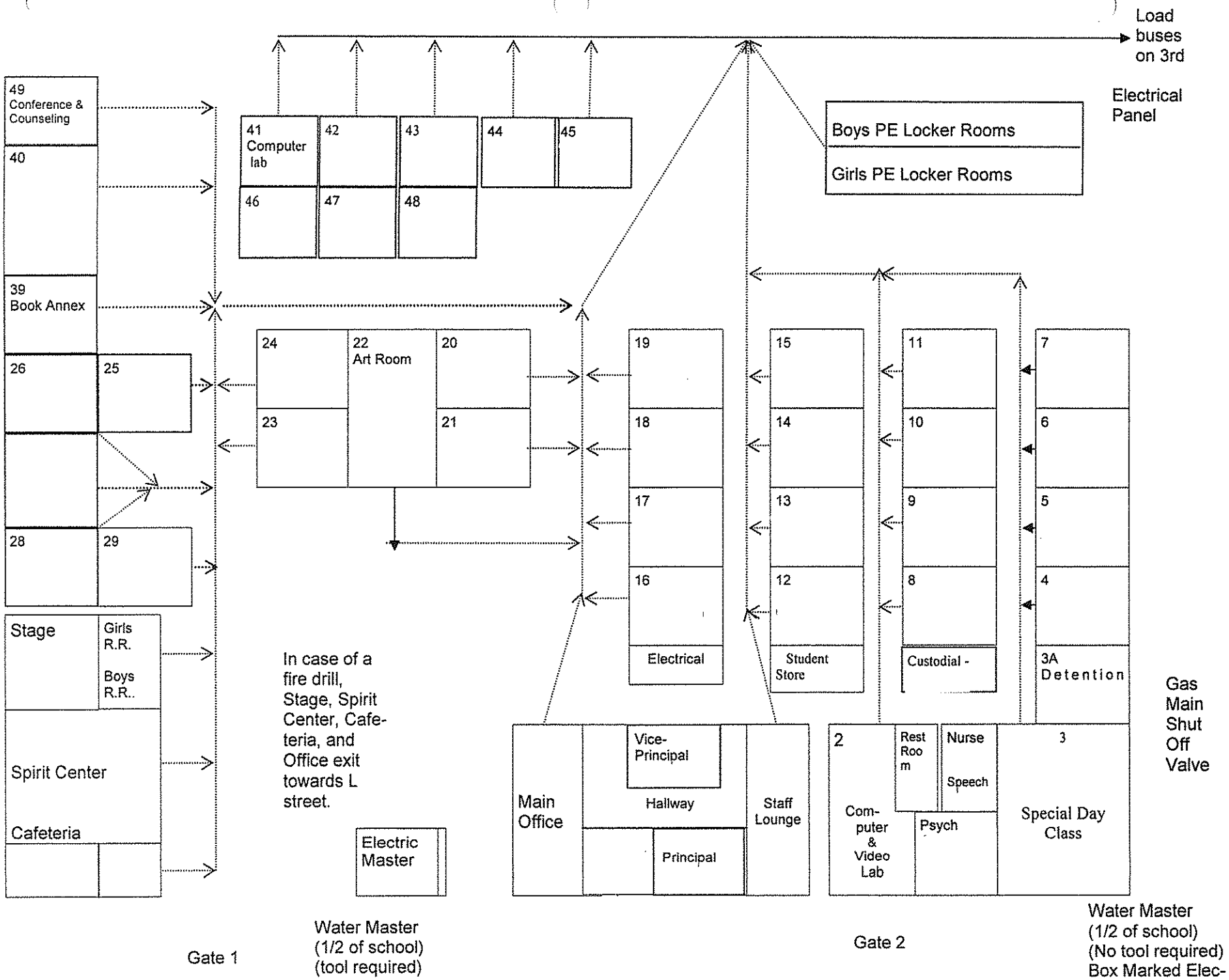
- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

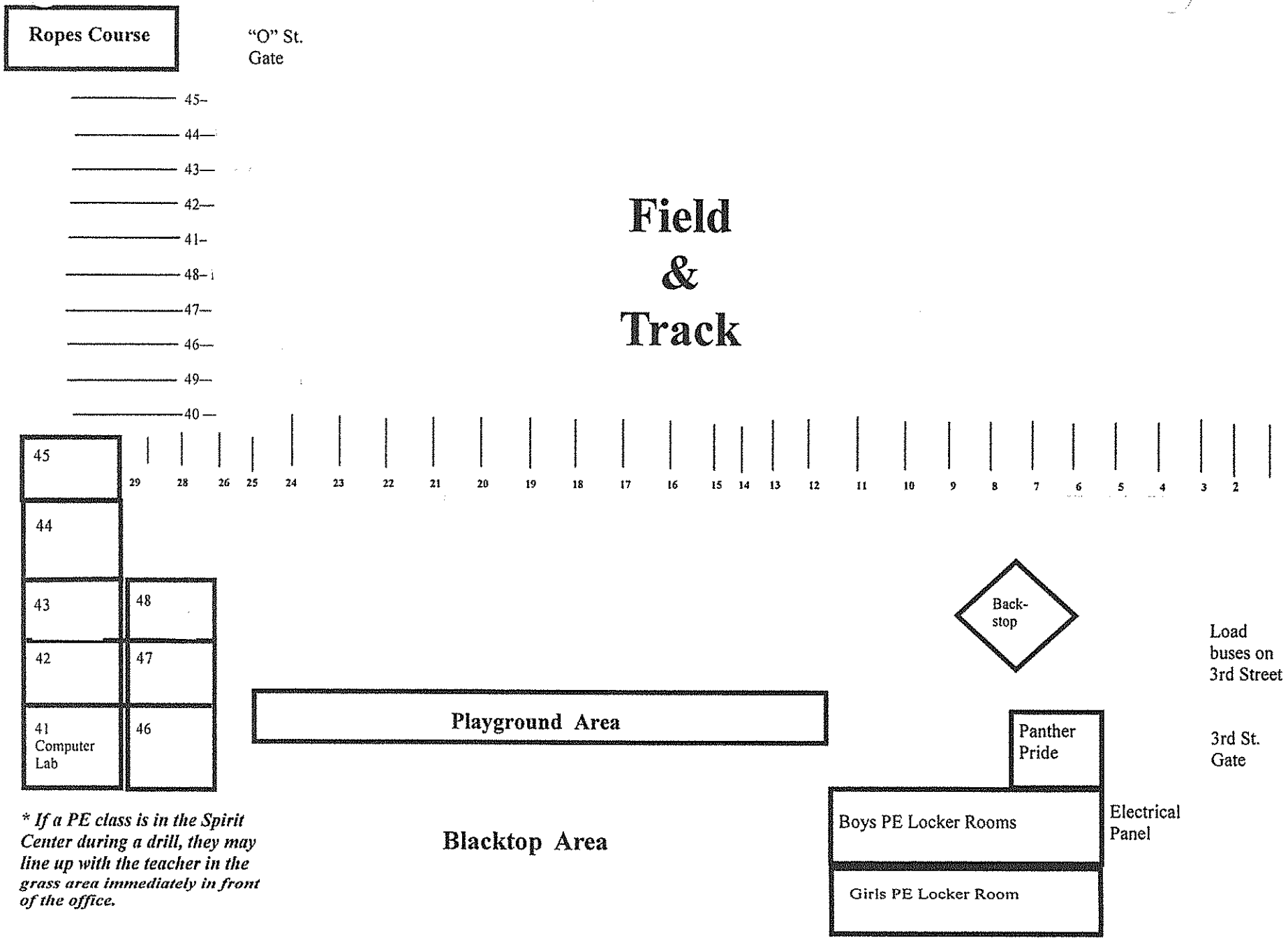
- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

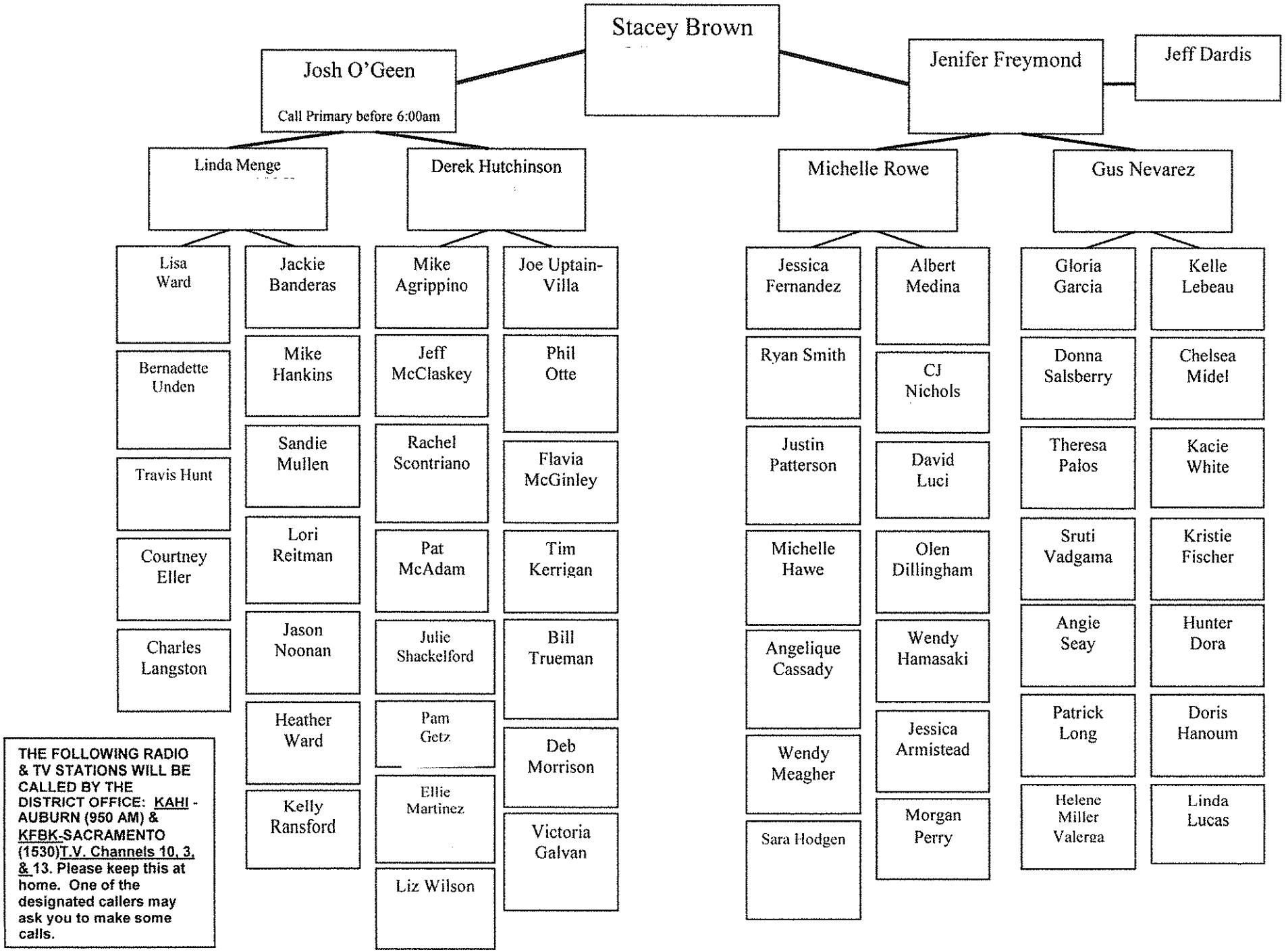
- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!


Load buses on 3rd
Electrical Panel
Boys PE Locker Rooms
Girls PE Locker Rooms
49 Conference & Counseling
40
39 Book Annex
26
25
28
29
41 Computer lab
42
43
44
45
46
47
48
24
22 Art Room
20
23
21
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
Electrical
Student Store
Custodial -
3A Detention
Stage
Girls R.R.
Boys R.R..
Spirit Center
Cafeteria
In case of a fire drill, Stage, Spirit Center, Cafeteria, and Office exit towards L street.
Electric Master
Main Office
Vice-Principal
Hallway
Principal
Staff Lounge
2
Rest Roo m
Nurse
Speech
Psych
Com-puter & Video Lab
3
Special Day Class
Gas Main Shut Off Valve
Gate 1
Water Master (1/2 of school) (tool required)
Gate 2
Water Master (1/2 of school) (No tool required) Box Marked Elec-


Ropes Course
"O" St. Gate
45
44
43
42
41
48
49
40
Field & Track
29 28 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2
45
44
43
42
41 Computer Lab
48
47
46
Back-stop
Load buses on 3rd Street
Playground Area
Panther Pride
3rd St. Gate
Boys PE Locker Rooms
Electrical Panel
Girls PE Locker Room
Blacktop Area
* If a PE class is in the Spirit Center during a drill, they may line up with the teacher in the grass area immediately in front of the office.

EMERGENCY PHONE CONTACTS 2014-2015



THE FOLLOWING RADIO & TV STATIONS WILL BE CALLED BY THE DISTRICT OFFICE: KAHI - AUBURN (950 AM) & KFBK-SACRAMENTO (1530)T.V. Channels 10, 3, & 13. Please keep this at home. One of the designated callers may ask you to make some calls.

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For
Western Placer Unified School District
and
Lincoln High School

Reviewed by Site Council December 8, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree **i**

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett- FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Using Your ICOM or KENWOOD Radio

April 3, 2013

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vikki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	- Priority One - Priority Two	- Priority One - Priority Two
Glen Edwards Middle School	- Priority One Priority Two	- Priority One Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	Priority One - Priority Two
Sheridan School	- Priority One - Priority Two	Priority One Priority Two
Phoenix High School	- Priority One - Priority Two	Priority One - Priority Two
First Street School	- Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Foskett Ranch Elementary School	– Priority One – Priority Two	– Priority One Priority Two
Twelve Bridges Middle School	Priority One – Priority Two	– Priority One – Priority Two
Lincoln Crossing Elementary	– Priority One – Priority Two	– Priority One – Priority Two
District Office	Priority One Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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.

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

INSERT SUICIDE RESPONSE

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can -that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself -do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media
- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)
- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays
- ☐ Administrative assistance
- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Sites to add Site Personnel Directory.

LINCOLN HIGH
PHONE TREE

ENGLISH DEPT.(BERNS)
MC CROSKEY, TARA
BOMBARD, ERSULA
DUARTE, DANIELLE
WARD, SYLVIA
LITTLE, HOLLI
CHRISTIANSEN, KENDRA
DUNCAN, JEANIE
STANLEY, LORI
SMITH, JANET
BEAN, CHRIS
SOFIA, K

VOC. ED. /FOREIGN LANG. (BERNS)
HAGMAN, CINDY
FOLEY, JILL
HESS, BARRET
SEACRIST, SCOTT
CHAPPELLE, ERIC
GRIESMER, DONNA
TOFFT, DEBBIE
MCGINN, VONNIE
COAST, KIM
CULLEN, M.L.
VILLANUEVA, JENNIFER
HILL, DAVID
NESCI, PETER
May, Maggie

COUNSELORS (BERNS)
MARY LOU RESENDES
PATTIE LEE
TOM KELLEY

SCIENCE DEPT.(EUTSEY)

EDWARDS, MARILOU
RETALLACK, MANDY
ARMISTEAD, JESSICA
FOXWORTHY, DAVE
ALLEN, TIM
HORTON, JEN
TRUEBLOOD, MIKE
WALKER, CASSANDRA
WILLIAMS, DAN
DIXON, SHANE

PE DEPT. (EUTSEY)
TOFFT, DONNA
TREANOR, JASON
ASH, ROBERT
BOMBARD, CHRIS
ESCOBAR, GINA

SPECIAL ED (EUTSEY)
BONITO, CINDY
JOCOY, CLELIA

SPECIAL ED CONT. (EUTSEY)
JOE, ALEX
MARQUEZ, KARLA
BARTLEY, ALICE
OLMSTEAD, KATHLEEN
NORRIS, CASSANDRA
ANDERSON, EVELYN

SOCIAL SCIENCE(MAUL)
DUER, JEFF
CASH, JEFF
FREESTONE, MARK
LEWIS, BRETT
LOWE, KEN
MAC QUEEN, MARY
PIERCE,BOB/HEATHER
PALAFOX, BEN

MATH DEPT.(MAUL)
GARCIA, CATHY
HICKS, DAVID
HALBERT, BILL
HARRIS, LORI
WILLIAMS, ERIC
ZAMORA, BETTY
LANDON, CHRIS

ROP/CARE(MAUL)
JARRETT, ALLEN
TOFFT, MATT
ROBERT GARCIA

OFFICE STAFF (GREEN)
NANCY GRIFFIN
CONNIE BROWN
CHARLENE EMERSON
DIANA MELENDREZ
CAROL HUTCHINSON
LISA NUNEZ **will call her dept.**
GAIL ROBERTS **'she will call all campus monitors**
BELINDA SILVA
VINCENT HURTADO
TRACIE LILLIE **/Will call her dept.**

ALL NUMBERS ARE 916 AREA CODE UNLESS SPECIFIED.

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

Placer County Office of Education

Comprehensive Safe School Plan

2014-2015

Lincoln High School

Jay Berns, Principal

Plan developed by:	Title:
Victoria Eutsey	Assistant Principal
Michael Maul	Assistant Principal
Tom Kelley	Counselor
Bob Peirce	Teacher
Mary McQueen	Activities Director
Charlene Emerson	A.P Secretary
Barbara Green	Principals Secretary
Mike Kimbrough	Custodian/CSEA President
Tera Props	Parent/Site Council President/Booster
Jennifer Villanueva	Parent/Classified Staff/Band Booster
Tanner Boatman	Student/ASB President

Comprehensive Safe School Plan
2014-2015
Lincoln High School

STUDENT DATA SUMMARY

Data Source	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Enrollment	1231	1349	1432	1390	1479	1411	1414	1424	1506
Discipline Records									
Suspensions	183	189	154	140	151	150	148	189	285
Expulsions	19	12	7	12	3	4	12	10	9

Conclusions from Data:

- There have been no suspensions/expulsions of students for possession or use of guns.
- The administration has taken a zero tolerance stance of gang affiliation and activities, thus an increase in expulsions during the 05-06 school year. Gang activities have decreased since the 06-07 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 considers a recommendation for expulsion. If the student is not recommended for expulsion on the first offense, the administration informs the student and the parent that the 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 to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.
- The increase in number of expulsions in '11-'12 can be attributed to the 6 expulsions at the beginning of the '11-'12 school year for the Wheatland vandalism.
- Furthermore, administration considered a recommendation for expulsion for students who were suspended for possession of a knife.
- The number of suspensions in the '12-'13 school year greatly increased is due to the number of students who were suspended because of excessive tardies based on our new tardy policy.
- The number of suspensions in the '13-'14 school year greatly increased due to a more defined progressive discipline in the following five areas:
    1. The student enrollment increased 6%, the greatest increase since the '09-'10 school year.
    2. With the schedule change from the 12 week trimester to the 18 week semester and the revised tardy policy, the number of suspensions due to excessive tardies increased.

Comprehensive Safe School Plan
2014-2015
Lincoln High School

STUDENT DATA SUMMARY

List Data Sources Reviewed • Discipline records from AERIES and SWIS • Standardized test scores (STAR & CAHSEE) • Graduation rate
Areas of Pride and Strength • Supportive Staff and Administration • California Distinguished School Recognition • Career Technical Education Award • STRIPES • Tutoring opportunities • Zero Tolerance for drugs and gangs • A.P. and Honors Programs • Increase in A-G Rate • Athletic opportunities • AG Incentive Grant • Ancillary programs (ROP, Project Lead The Way, AVID, PBIS)
Opportunities for Growth and Improvement • Review the memorandum of understanding on class size and determine the strengths, weaknesses, and feasibility of the 8 period semester schedule • Continue to collaborate with Professional Learning Communities • Review and update 2+2 Agreements with Sierra College • Continue to transition to Common Core standards and NEXT Generation Science Standards • Continue to implement Positive Behavioral Interventions and Supports and SWIS • Accommodate and upgrade facilities for growth and maintenance

and the restrooms. Furthermore, the PBIS Committee acquired funds to provide positive rewards for students. For the last three years, LHS focused on Tier I School-wide Interventions. In the '13-'14 and '14-'15 school year, LHS PBIS team will attend PBIS training to implement Tier II Interventions, including Check In/Check Out.

- Peer tutoring provides academic assistance in the library Tuesday through Thursday from 3:15 pm to 6:30 pm. Hours were extended to enable more students, especially athletes, to attend tutoring.
- The Leadership Committee, created by principal Jay Berns, meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC's are shared, key issues are addressed, and the school's vision is reviewed.
- The tardy policy which was implemented in the '12-'13 school year was revised for the '13-'14 school year due to the new 8 period semester schedule. The tardy was again reviewed and revised for the '14-'15 school year based on data analysis.
- The new truancy policy was implemented at the beginning of the '13-'14 school year. Due to changes with the SAM and SARB process at PCOE, the truancy policy was revised for the '14-'15 school year.

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

- The Lincoln High School Student Handbook is included in the student agenda, which is available to every student. The handbook includes the District's Causes for Suspension and Expulsion.
- A printed copy of the Lincoln High School Student Handbook was given to every student on the first day of school on August 20, 2014.
- An assembly is held at the beginning of the school year to discuss behavior and review the Student Handbook.
- When a new student enrolls at Lincoln High School, the Assistant Principal meets with the new student and the parent to review the rules and procedures.

4.0 Annually update the Lincoln High School Comprehensive Safe School Plan

- Because of the tanker fire in August 2011, it became evident that an alternative evacuation area was needed in addition to the stadium. An evacuation map to the softball fields on 6th Street was created.
- Because of the bomb threat in April of 2013, the safety procedures were revised. Emergency student check-out sheets were created, emergency maps were revised, and the emergency cart with student information was organized.
- Safety drills are scheduled and practiced throughout the school year.
- Each year, the attendance secretaries update the students' information from their emergency cards into AERIES. By November of each school year, a copy of each student's emergency contact information and schedule is printed and placed into binders in the event of an emergency.

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

- Campus supervisors lock and monitor gates in order to keep students on campus and intruders off campus.

2014-2015
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 Maintain and upgrade cameras throughout the campus to monitor student activity • School administrators, WPUSD Director of Technology, and district administration meet to review costs and effectiveness of cameras. • Custodian, campus supervisors, administration review activity on cameras to determine facts in incidents involving theft, vandalism, bullying or fights.
2.0 Remodel the existing facilities • 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. • The covered awning was built in 2010, which extends from the walkway between the cafeteria and weight room to the walkway between rooms 23 and 23A. • In 2011, the Agricultural Mechanics program was relocated to the school farm. Room 10 was remodeled for construction and implementation of the new Project Lead The Way program. • In 2011, maintenance to the roof in the AC room, weight room, and woodshop was done. • On November 5, 2012, the Project Lead The Way Engineering Lab Dedication included a ribbon cutting ceremony, acknowledgement of sponsors, presentation of program, and student presentation. • In 2012, the plumbing in the restrooms in the main office was redesigned and repaired. • In the summer of 2013, the roof was replaced in the kitchen and the main hallway and sidewing walkway awnings from the kitchen to room 8 were maintained. • In the summer of 2013, the previous ROP Sorts Medicine classroom was remodeled for the new Special Day Class Independent Living Skills program. In the summer and fall of 2014, renovations continued in the Independent Living Skills program with the addition of a full size kitchen and washer and dryer. • During the summer and fall of 2013, the library was remodeled with a new layout, computers, carpet, and furniture. • Maintenance and/or replacement of all-weather track, soccer/football field, scoreboard and lighting in the Pence gym all issues needing desperate improvement. A plan needs to be addressed to discuss these issues.

2014-2015
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.

Life experiences of students and staff

- Curriculum and special programs are designed and modified to address issues relevant to the student body.
- Local social services support systems are coordinated with the school to provide needed 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 1576.

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 leave at lunch, if permission is granted from the student's parent.
- Two campus supervisors are on campus.
- The old gym is open during lunch throughout inclement weather for supervised activities.
- The school is completely alarmed and 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.

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, letters, and Zebra Pride passes and prize drawings.
- Tutoring is available to all students.
- Special classes are designed for students who require extra assistance with the California High School Exit Exam.

DISTRICT CRISIS RESPONSE 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 the message on the 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 Lincoln Police Department and/or Lincoln Fire Department.
4. Administration will contact Superintendent and WPUSD 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 the Student Security Area and then report to the Command Center. During a **LOCK DOWN**, campus supervisors and prep period teachers will escort students who are out of class the Dale Pence Gym foyer or R.A. Lee Gym (Lock Down Student Security Areas), select a staff member to remain with the students, and then report to the office or library (Lock Down Command Center/Operational Area). In an **EVACUATION**, campus supervisors and prep period teachers will escort students to the Evacuation Area and reunite the students with their period teachers in the Evacuation Area shown on the map of the Evacuation to LHS Stadium and Softball Fields.
7. Campus 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 Maps to Stadium and Softball Fields).
10. Administration will confirm that District Office has directed Transportation Department for buses to arrive at Evacuation Area.
11. Students and staff will evacuate site. Attendance Clerk will take emergency cards to the Evacuation Area.

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For
Western Placer Unified School District
and
Phoenix High School

Reviewed by Site Council November 18, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree i

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach : GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson

Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350		645-6356	
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350		645-6356	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350		645-6356	
PERSONNEL Ryan Davis, Asst. Supt.	645-5293		645-6348	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000		645-6582	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171		434-3758	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840		530-637-5299	Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078		645-6356	
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

TO PLACE YOUR CAMPUS ON TEST:

CALL IFS MONITORING STATION @ 1-866-952-6840
GIVE THEM THE CORRECT ACCOUNT NUMBER OR ADDRESS OF SCHOOL
IF ASKED FOR A PASSWORD,

Using Your ICOM or KENWOOD Radio

April 3, 2013

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One Area – Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One – Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	- Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Foskett Ranch Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Middle School	– Priority One – Priority Two	– Priority One – Priority Two
Lincoln Crossing Elementary	– Priority One - Priority Two	– Priority One – Priority Two
District Office	– Priority One – Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
    - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
    - (Goal of 1 box per 100 – 200 students)
    - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
    - SES & PHS
    - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
    - CCC, FSS, FRES
    - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
    - EACH of 4 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – F; G – L; M – R; S – Z
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
    - COES, LCES, TBES, GEMS, TBMS, LHS
    - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
    - Each of 8 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
        - Pens/Pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could

take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•**Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- ☐ Telephone lines for outgoing calls
- ☐ Two cellular phones (in case of power problem)
- ☐ Word processor, paper and white-out
- ☐ FAX machine
- ☐ Photocopying machine
- ☐ General media information kit about the school
- ☐ Copies of the news release pertaining to the crisis
- ☐ Large map of site for briefing
- ☐ Smaller, individual maps of the site for media
- ☐ Poster board, black markers, duct tape and scissors
- ☐ Radio(s)
- ☐ Television(s)
- ☐ VCR
- ☐ Radios (walkie-talkies)
- ☐ Pagers for key personnel
- ☐ Notepads, pens and stapler
- ☐ Coffee-other refreshments
- ☐ Ashtrays

- ☐ Administrative assistance
- ☐ Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

Western Placer Unified School District

Comprehensive Safe School Plan 2014-2015

Phoenix High School

School/Site

Requirements Index	Section/Page
Index	2
Committee Members	3
Data - Assessing the current status of school crime	4
Ensuring a Safe and Orderly Environment	
Action Plan: Component I, People & Programs	6-7
Action Plan: Component II, Physical Environment	8-9
Disaster/Procedures/Crisis Response - including adaptations for students with disabilities	10
Teacher Responsibilities During Emergency Procedures	11
PA Operational Procedures	12

Comprehensive School Safety Plan 2014-2015
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. Chuck Whitecotton	X								
2. Sandra Hackbarth		X							
3. Jennifer Nelson			X						
4. Tracy Gruber			X						
5. Dan Alcorn			X						
6. Clint Nelson			X						
7. Nicole Wilson				X					
8. Cheryl McFerren				X					
9. Karly McFerren								X	
10. Ashley Wilson								X	

Comprehensive School Safety Plan 2014-2015

STUDENT DATA SUMMARY

Phoenix High School

School/Site

Data Source	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
• **Discipline records**					
Suspensions (number of incidents)	**168**	**138**	**151**	**164**	**116**
Expulsions	**3**	**3**	**3**	**1**	**1**

Conclusions from Data:

- There was a significant reduction in suspensions during the 2013-2014 school year.
- Discipline has been consistent over the last five years. Expulsions continue to remain low each year.

Conclusions from Parent, Teacher and Student Input:

- Students who attend Phoenix feel the school is a safe place to be, the academic environment encouraging and the staff supportive.
- Teachers have observed a different attitude in the classroom; more respect and less negative interaction between students and staff.
- All 5 of the REACH categories (responsible citizen; effective communicator; academic achiever; career planner; healthy choices) have been emphasized.
- Students are focused on earning the credits needed for graduation or return to LHS.

ENSURING SAFE AND ORDERLY ENVIRONMENT
Component I

Phoenix High School
School/Site

Component I: People and Programs
Goal #1: ***To create and foster a positive, safe, and caring learning environment in which all students can feel safe, experience success, and build self-esteem.***
Objectives: ***To provide and foster a proper learning environment that: is free of distractions, has a discipline policy applied fairly, consistently, and timely; and allows for personal growth.***
1.0 Related activities: a. Revised 2014-15 PHS Student Handbook delivered to all students-1st Day Packet. b. Consistently enforce the discipline policy and model desire classroom behaviors. c. Explain the District's attendance policies, procedures, expectations and consequences with students during registration and new student orientation. d. Continue to enforce tardy policy: if a student is late, he/she will serve a same day detention (12:45 – 1:15 pm). e. PHS Period Schedule: students assigned to content area classrooms each period. f. Counselor on campus every Monday (8:00 am – 12:00 pm) to conduct new student orientation and provide career counseling. g. Celebrate and reward students for achieving S.T.E.P. (6 weeks intervals) by earning (12 or more credits). h. Recognize academic, attendance and citizenship success. i. Establish a goal of earning (2) credits a week for every student and provide a 5th period intervention class for those students not meeting their minimum credit goal. j. Continue to develop extra-curricular activities that provide leadership opportunities and provide collaboration with other students.

PEOPLE AND PROGRAMS, Continued
Component I

Phoenix High School
School/Site

Who will take the lead?	• Staff • Administration • Students • District administration
Completion Date	• 2014-15 School Year
Resources Needed	• General fund • Safety fund • Volunteers
How will we monitor and evaluate?	• Staff/administration coordination of policies/programs. • Safe/orderly campus as measured by fewer suspensions/expulsions and improved attendance. • Incident logs and referral logs. • Reduced incidents of smoking in the restrooms. • Clean campus as measured by visual observation and feedback from custodian, staff, and students.

ENSURING SAFE AND ORDERLY ENVIRONMENT
Component II

Phoenix High School
School/Site

Component II: Physical Environment

Goal #1:

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

Objectives:

To continue to improve, upgrade and evaluate the school facilities to foster a safe learning environment.

1.0 Related activities:

a. Continue to improve and upgrade facilities as needed for use, 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). The addition of cameras for video surveillance on campus.
d. Dress code enforced as per student handbook.
e. Adequate custodial service and site maintenance.
    - Work with students to take pride and respect in PHS/facilities.
    - Implement Friday student/staff meetings to provide feedback.
    - Continue PHS garden – student project.
f. Utilize the additions of Rooms #2 & 3:
    - School-wide assemblies, group meetings, social gathering @ lunch
    - Career Counseling Center & Library
    - VOLUNTEERS – tutoring (Monday→Friday)
    - Multi-Use: district in-service, staff development, guest speakers etc…

……g…Installed School-Wide (Wi-Fi) intercom/telephone system:
    - Emergency situations

H Installed video surveillance cameras on campus.

PHYSICAL ENVIRONMENT, Continued
Component II

Phoenix High School
School/Site

Who will take the lead?	• Staff • Administration • Students • Student body officers
Completion Date	• 2014-15 School Year
Resources Needed	• General fund • Safety fund • Grants
How will we monitor and evaluate?	• Staff/administration coordination of policies/programs. • School Site Council oversight • Weekly credit completion progress report.

Comprehensive School Safety Plan 2014-2015

DATA SUMMARY, Continued

Phoenix High School
School/Site

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

- Discipline records.
- Standardized test scores (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
- Career exploration field trips
- Student expectations are high regarding behavior, academics, and personal demeanor.
- Improving attendance record.
- 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 on-line and direct instruction classes.
- Increase student credit completion rate.
- Add more classroom space for increased student population.
- Lower drop-out rate
- Add extra-curricular activities based on student interest.

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. Day 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.**

PHOENIX HIGH SCHOOL SAFETY PLAN
TEACHER RESPONSIBILITIES
DURING EMERGENCY PROCEDURES

Basic Duties: Supervise and assist your students

Lock Down/Hold in Place Procedures: (Upon Notification from Administration)

- Secure your classroom by locking all doors, close and lock windows, and close drapes and blinds.
- Direct students to remain seated in their desks
- Account for all of your students. Report to office students not accounted for using e-mail
- Attempt to keep the students calm
- Do not use classroom phone or cell phones
- Remain with your students and wait for instructions via phone, e-mail and/or announcement

Off Campus Evacuation Procedures:

- Quickly, yet orderly, escort students to identified Evacuation Area
- Take the teacher record book, student information
- At Evacuation site, assemble your students and take role.
- Remain with your students and wait for instructions
- Record when and with whom each student is released

Site Command Operational Liaison:	Chuck Whitecotton
Evacuation Area: (Bus pick-up)	Westside of lhs Baseball Field – N Street
Evacuation Sites:	Primary (LHS or Glenn Edwards)

PHOENIX HIGH SCHOOL SAFETY PLAN
OPERATION OF PA SYSTEMS

OUTSIDE PA SYSTEM

In the front office, there are 3 phones **model AT&T 725** that broadcast to the outside quad. One phone is located on the east wall behind the clerical station. A second phone is located on the east wall in the principal's office. The third phone is located on the south wall in the extra office.

To operate the outside PA system:

Lift phone off of the base.

Dial # All Call Page (Classrooms and Quad)

Dial # All outside Speakers

ALL CLASSROOM PA SYSTEM

In the front office, there is a Visiplex control unit that broadcasts messages to all classrooms.

To operate the Visiplex control unit:

Dial 1 to select "Send Message".

Dial to communicate with all classrooms.

Use hand held speaker to communicate message

Dial ESC to return to the main menu.

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For

Western Placer Unified School District
and
Sheridan Elementary School

Reviewed by Site Council December 4, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree **i**

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350		645-6356	
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350		645-6356	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350		645-6356	
PERSONNEL Ryan Davis, Asst. Supt.	645-5293		645-6348	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000		645-6582	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171		434-3758	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840		530-637-5299	Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078		645-6356	
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC	Cindy Hood
COES	Emily Coffee
FSS	Bill Justice
FRES	Dan Burbage-Macaluso
LCES	Pam Soha
SES	Karen Roberts
TBES	John Kovach
GEMS	Josh O'Geen
TBMS	Randy Woods
LHS	Vicki Eutsey
PHS	Tracy Gruber (Retired, need new name)

Basic Duties: Coordinate all activities at the incident site.

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

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

SITE	NAME	CELL #
CCC	Teresa Avelar	
COES	Annie Larsen	
FSS	Norma Lázaro	
FRES	Katrina Moddelmog	
LCES	Irma Balonek	
SES	Mike Maul	
TBES	Corie Volmer	
GEMS	Debra Morrison	
TBMS	Todd Boynton	
LHS	Barbara Green	
PHS	Clint Nelson	

TEACHERS
Responsibility Checklist

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	Priority One and - Priority Two
Glen Edwards Middle School	Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One Priority Two	Priority One - Priority Two
Sheridan School	Priority One – Priority Two	- Priority One - Priority Two
Phoenix High School	- Priority One - Priority Two	- Priority One - Priority Two
First Street School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Foskett Ranch Elementary School	– Priority One – Priority Two	– Priority One – Priority Two
Twelve Bridges Middle School	– Priority One – Priority Two	– Priority One – Priority Two
Lincoln Crossing Elementary	– Priority One – Priority Two	– Priority One – Priority Two
District Office	– Priority One – Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 the "All page" button on the phone pad.
C speak slowly and clearly into the receiver

Classrooms ----

A Dial 163 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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 and remain out of sight.
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 exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

3. 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.
4. 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
5. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.
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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

Crisis Response – Suicide Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

  Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

SECTION FIVE: NEWS MEDIA RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes.

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will

minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts..

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

- **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

- **Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

- **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

- **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

- **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school
- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)

- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Employee Name	Job Title	Phone Numbers
Aday, Christy	Music Teacher	
Akers, Melissa	CARE Instructional Aide	
Button, Angela	Instructional Aide/Librarian	
Eslinger, Michelle	Preschool Teachers	
Etchepare, Laurel	K-1 Teacher	
Hanoum, Doris	Campus Supervisor	
Hodgen, Sara	Nurse	
James, Brenda	4/5th Teacher	
Meagher, Wendy	Speech Teacher	
Middleton, Will	Science Teacher	
Novak, Suzanne	CARE Instructional Aide	
Roberts, Karen	Secretary	
Sherry, Karen	Cook/CARE Program Facilitator	
Sisk, Gaby	2/3rd Teacher	
Sousa, Deanna	Preschool Clerk	
Vergara, Maribel	Instructional Aide	
Wenger, Darlene	Custodian	
Willes, Melissa	Principal	

SECTION SEVEN: Safe School Plan

Comprehensive Safe School Plan 2014-2015

STUDENT DATA SUMMARY

Sheridan Elementary School

School/Site

Data Source	2011-12	2012-2013	2013-2014
Suspensions	**0**	**0**	**0**
Expulsions	**0**	**0**	**0**

Conclusions from Data:
The current behavior plan is effective. Only two discipline citations were written in Triemester I of 2013-2014 school year. Staff and students generally treat each other with mutual respect. We will work for further proactive improvement in these areas.

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:

The plan is successful

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

Comprehensive Safe School Plan 2014-2015

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** **Parent Surveys and Interviews**
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 72 percent of the students participate • Parent volunteers • After school tutoring • Accelerated Reader • Cross-Age tutoring • English Language Development (ELD) • Intervention Program
Areas we wish to Improve : I. We want to continue to strengthen our School Wide Intervention program. II. We want to strengthen our math program

Comprehensive Safe School Plan

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 Sheridan Elementary will offer a safe and positive environment for all students which is conducive to learning at high levels. We will increase prompt attendance each day to promote engagement with school activities and academics.
Objective: Each month, we will teach, exemplify and recognize one character trait which builds a strong and positive school culture. Students will find school a safe, positive place to be where students and staff treat one another with mutual and unconditional regard. As a result, student engagement and learning will increase.
Activity: Students will be recognized at monthly assemblies for exemplifying the current character trait. Reminders and positive feedback will be given by all staff when students and staff model the desired positive character trait. Perfect Attendance will be rewarded each month and students will receive a bicycle at the end of the year for 100% attendance.

Who will take the lead	Principal
Completion Date and Budget	Ongoing
Resources Needed	Funding for aides
How we will monitor and evaluate	Principal and staff will monitor/supervise/encourage and redirect as necessary

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 Increase the safety of all students and staff through close supervision, repair and maintenance of facilities, and a thorough understanding and proactive use of crisis response plan.
Objectives: • To create positive relationships with key community members, law enforcement and local churches to monitor the school during both school hours and non-school hours and report inappropriate activity to proper authorities. • To educate/train all staff and parents who work with students regarding proper supervision and direction of students on campus. • To hold monthly evacuation, fire, intruder on campus, and lock down drills.
Activities: • Maintain close communication with community and school neighbors. Attend Sheridan Municipal Advisory Council Meetings to receive and share community news. Provide more training to staff and families regarding student supervision and campus safety. • Maintain close communication with Resource Officer, Kurt Honeycutt. Work with Facilities and Maintenance Departments to repair and maintain safe school buildings and grounds.

Who will take the lead	Principal
Completion Date and Budget	2014-2015
Resources Needed	
How we will Monitor and Evaluate	We will conduct a yearly survey of parents and students regarding safety, supervision, programs and overall environment.

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
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	Quarterly Conference		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)

LOCK DOWN

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

LOCK IN

1. Doors locked
2. Windows/blinds closed
3. Students are able to work at their desks
4. 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 and listen for instructions
- EVACUATION – Move all students to safe area
- LOCK IN / SHELTER IN PLACE – Remain indoors, doors locked, gates locked, continue teaching
- LOCK DOWN - Remain on floor indoors, (out of vision of possible intruders) door locked, drapes drawn until released by known school or uniformed officials.
- AFTERMATH – All students and staff return to site and proceed as normal. Principal will debrief staff, students, and parents as quickly as possible.
- All staff must understand their responsibilities.
- Keep plan current and review it timely (once or twice a school year). Practice safety drills multiple throughout the school year.

COMMUNICATING OUR PLAN

- Staff will be made aware of the crisis immediately through the PA system from our school office
- "9ll" 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
- -Should crisis occur prior to regular school hours;
  Student Monitors use check off system to account for students as they arrive at school.

Office Staff will be responsible for accounting for employees, visitors, and students using this system.

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 7 & Office
-Rooms 8, 9, 11, 12
-Rooms 10, 4B
-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.

STAFF ATTENDANCE
All staff use magnetic in/out system to account for their presence on campus. Magnetic Board is on the door to the copy/mail room in the office.

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
Melissa Willes – Principal	X	X	X (Sp)	X	X
Karen Roberts – Secretary	X	X		X	X
Karen Sherry – Cook/ASP	X	X		X	X
Darlene Wenger - Custodian	X	X		X	X
Laurel Etchepare – K-1st Gr.	X	X			X
Gaby Sisk – 2/3rd Gr.	X	X			X
Brenda James - 4/5th Gr.	X	X		X	X
Wendy Meagher - Speech				X	
Christy Aday – Music	X	X		X	X
Angela Button – Library Tech. – Teacher Aide	X	X		X	X
Maribel Vergara - Intervention Aide			X	X	X
Doris Hanoum – Campus Sup.					X
Sara Hodgen – Nurse	X	X		X	X
Will Middleton - Science	X	X		X	X
Michelle Eslinger-Preschool	X	X		X	X
Deanna Sousa – Clerk	X	X		X	X

COMPREHENSIVE SAFE SCHOOL PLAN 2014-2015

Sheridan Elementary School

School/Site

Method for Communicating Plan and Notifying Public: *Ed Code 32288*	**Date of Public Hearing** December 16, 2013 **Site of Public Hearing** Stewart Hall (Sher. MAC) The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: • 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	
	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: • 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 *Ed Code 32281*	
Review of Progress for Last Year	Name: Melissa Willes	Date: 12-1-2014
Law Enforcement Review	Name: Lynn Harrison	Date:
Site Council Approval	Name: Dawn Evans	Date:
School Board Approval	Name: Kris Wyatt	Date:

Western Placer Unified School District

BOMB THREAT REPORT FORM
YOUR SCHOOL DISTRICT

:	Time Call Received:	Call Taken By:
	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

ıs to Ask:	Exact Wording of Threat: "							
will the bomb explode?	Caller's Voice: (circle all that apply)				Caller's Language: (circle all that apply)		Background Sou (circle all that ap	
; is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crocken
does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA Syst
;ind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House M
will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
ıu place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machine
	Soft	Ragged	Clearing Throat	Normal	Caller Demographics (Circle One)		Animal Noises	Clear
lid the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
; are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Pho
t is your name, address, phone?	Other Observations:							

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-4078 Fax: (916) 645-9267

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman
Director of Special Education: Tammy Forrest, PhD

MENTAL HEALTH RESOURCES

For life-threatening situations dial: 9 1 1

CRISIS SERVICES

These agencies will evaluate your situation now and ensure you are safe:

- Placer County Crisis Line: 1-888-886-5401
- Sacramento County Mental Health: 916-732-3637
- Nevada County Mental Health: 1-530-265-5811
- Suicide Prevention:
  -*Spanish* 1-877-SUICIDA, 1-877-784-2432
  -From Lincoln, Roseville, and Citrus Heights: 916-773-3111
  -From other Placer County or Nevada County locations: 1-530-885-2300
- Suicide.org: 1-800-SUICIDE
- Suicide prevention, awareness, and support: 1-800-273-TALK.
- Suicide Prevention Resource Center: www.sprc.org. 1-800-273-8255
- Youth Crisis Services: 1-800-339-9597. 24 hours crisis line, counseling, assessments, *Spanish* services available
- California Youth Crisis Line: 800-843-5200. Crisis intervention counseling, etc.
- WellSpace Crisis Line: 916-368-3111, Parent Support Line: 1-888-281-8000
- National Sexual Assault Hotline: 1-800-656-HOPE
- California Missing Children Hotline 1-800-222-3463
- Child Abuse Hotline: 1-800-4-A-CHILD
- Poison Control: Provides immediate, free and expert treatment, advice and assistance over the phone in the case of exposure to poisonous, hazardous or toxic substances. www.calpoison.org/ 800-876-4766 800-222-1222 (24 hours)

Lincoln All-America City 2006

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-4078 Fax: (916) 645-9267

Board of Trustees: Paul Long, Brian Haley, Paul Carras, Kris Wyatt, Damian Armitage

Superintendent: Scott Leaman
Director of Special Education: Tammy Forrest, PhD

COUNSELING AND RELATED SERVICES

(AA) ALCOHOLICS ANONYMOUS (CENTRAL OFFICE) 916-454-1100

ALANON/ALATEEN: Support for families and friends of alcoholics. Meetings for teens, pre-teens and adults. Call or look online for days, times, and locations of meetings. www.ncwsa.org 530-888-3645 (Auburn) 916-334-2970 (Sacramento)

ALTA CALIFORNIA REGIONAL CENTER: Information, counseling, & referrals for those with developmental disabilities, autism, epilepsy, cerebral palsy. By appt. www.altaregional.org. 916-786-8110 (Roseville) 530-885-8447 (Auburn)

ARIANA CHILDREN AND FAMILY TREATMENT SERVICES: Provides individual, family and couples counseling for children, divorced and blended families. Reasonable fees, insurance coverage and sliding scale.
3101 Sunset Blvd., Ste. 6C, Rocklin. 916-435-1414 (Rocklin)

AUBURN AREA INFORMATION & REFERRAL SEARCH: 2-1-1 is an easy to remember telephone number that, where available, provides free and confidential information and referrals to people wanting to know more about important community services and volunteer opportunities. Call 2-1-1 for help with food, housing, employment, health care, counseling and more. Every hour of every day, hundreds of people need essential human services - learn more about your local 2-1-1 by visiting www.211us.org, http://www.myyp.com/community/Auburn,CA/services, or Dial 2 1 1 on your phone.

AUBURN FAITH HOSPICE BEREAVEMENT AND SUPPORT: Provides cancer patient support group, grief recovery group. No fee. 530-886-6650 530-823-9691

BIG BROTHERS/BIG SISTERS OF GREATER SACRAMENTO: Provides children from one parent families with individualized and continuing friendship of a mature, trained adult volunteer to ensure their proper development and strengthen the family unit. Serves children age 7-15 from one parent families. www.bbbs-sac.org 1540 River Park Dr., Suite 214, Sacramento, CA, 95815 916-646-9300

CALIFORNIA AIDS HOTLINE: HIV & AIDS information; list of confidential HIV/AIDS & STD testing sites. Low cost and free clinics. www.AIDSHotline.org 800-367-2437 English/Spanish

CALIFORNIA DEPARTMENT OF DEVELOPMENTAL SERVICES: Coordinates services and support for those with developmental disabilities. www.dds.ca.gov. 916-654-1690

CALIFORNIA DRUG AND ALCOHOL RESOURCE PROGRAM: Inpatient drug / alcohol treatment center information & referrals. www.adp.cahwnet.gov 800-879-2772 (24 hours)

CALIFORNIA YOUTH CRISIS LINE (24 HOURS): Serves youth and families with youth 12-24 year olds. Resource information on self-harm, teen health, suicide, eating disorders, runaways, and returning home safely. www.youthcrisisline.org 800-843-5200

CARING ABOUT KIDS: Provides mentors for infants-19 years of age. Match screened volunteers with youth for after school programs, in-class tutoring, sport events, etc. Also, train volunteers who would like to become a mentor. No fee. www.caringaboutkids.org 530-889-2401

Lincoln All-America City 2006

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-4078 Fax: (916) 645-9267

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman
Director of Special Education: Tammy Forrest, PhD

COUNSELING AND RELATED SERVICES (Continued):

CHILD ABUSE PREVENTION COUNCIL OF PLACER COUNTY: Connects families to services for counseling and resource referrals for Healthy Families. No fee for services. 7311 Galilee Road, Roseville 95678 www.childresources.org 916-772-2272

CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS (CHADD): Support for parents of children with ADD and Tourette's Syndrome. Meets in Sacramento. www.chadd.org/am/CustomPages/home/CHADD_Home. 888-759-9758 888-432-7174 (Spanish)

CHILDREN'S BEREAVEMENT ART GROUP: Helps children learn to cope with and death of a loved one by expressing grief through creative outlets. No fee. 916-797-7850 Ask for Dennis Cox LCSW.

CHILDREN'S SYSTEM OF CARE: Provides services for children who may be at risk and their families. An integrated team that offers comprehensive services in children's mental health, child welfare, probation, education, substance abuse, and public health. www.placer.ca.gov (health and human services) 1130 Conroy Lane, Suite 500, Roseville, 95661 916-784-6440

CPC HERITAGE OAKS: Chemical dependency and psychiatric acute hospital. 4250 Auburn Boulevard, Sacramento 95608 916-489-3336

CRISIS RESOLUTION CENTER (CRC): (Loomis) Provides short-term out-patient counseling services and short-term residential care. 916-652-2749

CSUS COUNSELING AND DIAGNOSTIC CENTER: Diagnostic testing for learning disabilities and gifted students ages 5-21; career, family, and individual counseling services. For fees, see http://edweb.csus.edu/ccds/
**Services available September-December & February-May. 916-278-6252

DIOGENES YOUTH SERVICES: Short term counseling. Emergency shelters for 12-17 year olds homeless or in crisis. Transitional living program for 16-18 year olds. Parent and youth support groups. No fee; donations accepted. www.diogenesnet.com. 916-369-5447 800-339-7177 (24 hours)

FAMILY RESOURCE CENTER (AUBURN & ROSEVILLE): Information and referral, counseling, testing, ESL and Hispanic support, paperwork for Healthy Families program, and homework club/tutoring. Services are free. Open Mon-Thur 9-7 & Fri 9-5. www.childresources.org. 124 Main St, Roseville 95678 & 11990 Heritage Oak Place, Suite 1B, Auburn, 95603 916-774-6802 (Roseville) 530-887-3536 (Auburn)

FEDERAL DRUG ABUSE & MENTAL HEALTH HOTLINE AND REFERRAL SERVICES: Treatment referrals and drug abuse information. 800-662-4357

FIGHT4KIDS.COM: Free online parenting class, discussion board and referral lists for issues like anger management, support, divorce, custody, visitation schedules, and postpartum. www.fight4kids.com 800-641-5539 (Office in TX)

FRIENDS FOR SURVIVAL: Bereavement support program for family and friends after a suicide death; meetings, lending library, monthly newsletter, conferences and retreats. No fee. Donations accepted. www.friendsforsurvival.org/ 530-885-3456 916-392-0664

Lincoln
All-America City
2006

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-4078 Fax: (916) 645-9267

Board of Trustees: Paul Long, Brian Haley, Paul Carras, Kris Wyatt, Damian Armitage

Superintendent: Scott Leaman
Director of Special Education: Tammy Forrest, PhD

COUNSELING AND RELATED SERVICES (Continued):

FULL CIRCLE TREATMENT CENTER: Drug and alcohol treatment for adolescents including assessment and intervention counseling, intensive outpatient program, education about the disease and chemical dependency, parenting education, family education, therapy and support, and aftercare. 730 Sunrise Ave. #250, Roseville 95661 www.fullcircletreatmentcenter.com 916-787-4357

KAISER MEDICAL GROUP: 916-784-4000

KINSHIP PROGRAM: The Family Resource Center provides support and coaching for grandparents and other raising a relative's or friend's child. The Kinship Program offers support, counseling, coaching, tutoring and many more resources for kinship families. www.childresources.org 916-774-6802

KOINONIA FOSTER HOMES, INC.: Foster family agency handles placements and adoptions for children in foster homes. Group homes for 12-18 year olds in chemical dependency programs. Located in Loomis. www.kfh.org 800-927-9900 916-652-5802 916-652-0171

LEARNING DISABILITIES ASSOCIATION OF CALIFORNIA: Provides information and training to parents, adults with learning disabilities. Children and adults with learning disabilities can get help in receiving the appropriate services, accommodations, and programs to enable them to lead happy, productive lives. www.ldaca.org 916-725-7881 866-532-6324 (Toll Free)

LIGHTHOUSE COUNSELING & FAMILY RESOURCES: (Lincoln) Family, individual and group counseling 916-645-3300

NARCOTICS ANONYMOUS (NA): 12-step support groups for victims of narcotics abuse. Information and counseling referral for victims and families. Group meetings are facilitated by group member. Meetings are free. 800-600-4673 888-423-3428 (Auburn)

NATIONAL ALLIANCE FOR THE MENTALLY ILL, Placer County (NAMIPC): Support and referral services for individuals and families affected by mental illness; family-to-family programs. www.namipc.org see also: www.nami.org. 916-554-0554 800-950-6264 (Info help line)

NATIONAL COUNCIL ON ALCOHOLISM AND DRUG DEPENDENCE – SACRAMENTO REGION (NCADD): Youth services include counseling and groups; drug testing. Fees vary depending on service needed. www.addictiondata.org 916-922-9217

OAK CREEK FAMILY CLINIC: Family therapy, parenting education, child and sand play therapy, supervised visitation. 3805 Taylor Road, Ste. 1, Loomis, CA 95650. 916-652-7470

OVEREATERS ANONYMOUS: Is a 12-step fellowship of individuals, including young people, helping each other understand and overcome eating disorders. Services are free; call for group locations and times. www.oa.org 916-786-0330

PARENT PROJECT: Parenting classes on prevention of alcohol, drugs, other drugs, parent-child communication, grades and school attendance, gang involvement prevention and other issues. Sliding scale or payment plan if needed. www.parentproject.com email Terri Powell: star@starstream.net 916-787-4357 (Terri Powell)

PARTNERSHIP FOR PRESCRIPTION ASSITANCE: 1-888-477-2669

Lincoln All-America City 2006

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-4078 Fax: (916) 645-9267

Board of Trustees: Paul Long, Brian Haley, Paul Carras, Kris Wyatt, Damian Armitage

Superintendent: Scott Leaman
Director of Special Education: Tammy Forrest, PhD

COUNSELING AND RELATED SERVICES (Continued):

PEACE FOR FAMILIES (PLACER WOMEN'S CENTER): Provides services (such as therapy and support groups, legal assistance, and safe housing) for victims of domestic violence and sexual assault, their families and friends, regardless of gender, race, religion, occupation or lifestyle. Sliding scale fees. www.peaceforfamilies.org 408 Folsom Road, Roseville 95678 530-885-0443 (Auburn) 916-773-7273 (Roseville) 800-575-5352 (24 Hours) *Spanish speaking—contact Isabel Del Toro (Auburn)

PEOPLE REACHING OUT: Information and referrals for counseling. Provides substance and violence prevention training at middle and high schools (peer programs). 5299 Auburn Blvd., Sacramento, 95841. www.peoplereachingout.org/ 916-576-3300

PLACER COUNTY – HEALTH AND HUMAN SERVICES: Adult, family & child mental health services; substance abuse programs; "First 5" program. www.placer.ca.gov/Departments/hhs.aspx. 530-886-1870

PLACER COUNTY - EMERGENCY ADULT & CHILD PROTECTIVE SERVICES (ACCESS): Reporting line for child abuse as well as abuse against older or dependent adults. Intake workers can advise on reportable incidences and procedures. 888-886-5401 (Auburn) 916-787-8860 (Roseville)

PLACER COUNTY SERVICES: An automated service that provides referral information for substance abuse treatment and other programs in Placer County. 530-889-7240 916-787-8800

PLACER COUNTY TOBACCO PREVENTION PROGRAM 530-889-7141

PLACER COUNTY VICTIM/WITNESS PROGRAM: Assistance for non-offending individuals with crisis intervention, counseling, resource referrals, and navigating the justice system. www.placer.ca.gov/Departments/DA/DAUnits/Victim_WitnessAssistance.aspx 916-543-8000 (ask for Victim Services)

PLANNED PARENTHOOD: Provides adults and teens information on women's health, contraceptives, STD's, pelvic exams, prenatal exams, prenatal care, abortion services, and pediatric primary care. Fee based on income. www.plannedparenthood.org 729 Sunrise Blvd Ste 900, Roseville 95661 916-781-3310

ROSEVILLE ONE-STOP CAREER CENTER: Resume writing & interviewing workshops, access to copiers, fax machines, and computers for employment searches. 1880 Sierra Gardens Dr Ste 100, Roseville (located in the EDD office) 916-774-4045

SELPA: The Placer Nevada Special Education Local Plan Area
Provides students with speech, language, or orthopedic ally impairments with appropriate education through high quality special education programs. 530-886-5873 Wendy

SIERRA FAMILY SERVICES: Adolescent, child & family counseling, anger management/domestic violence counseling, group for children who have witnessed trauma. Drug and alcohol treatment. Accepts Medi-Cal. www.sierrafamily.org 916-783-5207 530-885-0441

SMOKER'S HELPLINE: Talk to counselors who help with quitting tobacco. 800-766-2888

Lincoln All-America City 2006

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St, Suite 400, Lincoln CA 95648
Ph: (916) 645-4078 Fax: (916) 645-9267

Board of Trustees: Paul Long, Brian Haley, Paul Carras, Kris Wyatt, Damian Armitage

Superintendent: Scott Leaman
Director of Special Education: Tammy Forrest, PhD

COUNSELING AND RELATED SERVICES (Continued):

SUMMIT EATING DISORDERS & OUTREACH PROGRAM: Reconditioning with Anorexia, Bulimia, and Binge Eating Disorder. Provides mental and physical health with inpatient and outpatient care. www.sedop.org
601 University Avenue #225, Sacramento 95825 916-920-5276

SUNBURST PROJECTS: Provides childcare for mental health and medically related appointments. Contact Mireya Herrera-Bayard. 916-440-0889

SUTTER CENTER FOR PSYCHIATRY CARE UNIT (Adult and Adolescent) 916-386-3000

TEENAGE PREGNANCY & PARENTING PROGRAM (TAPP): Assistance with medical, nutritional, financial needs, etc. Childbirth and parenting classes. No fee but eligibility varies. Referrals made by phone. www.mch.dhs.ca.gov 530-889-7141 (Joanne Evans)

VOLUNTEERS IN VICTIM ASSISTANCE (VIVA): Groups providing emotional support and information for survivors of homicide (sudden death), accidental death, or suicide. Also for victims of violent crimes and traumatic injury; includes family and friends. Child and adolescent program available. No fee 916-489-3333

WARMLINE FAMILY RESOURCE CENTER: Resources and support to families of children with special needs. Monday – Friday 9am-4pm 151 N. Sunrise Ave., Suite 1307, Roseville, CA, 95661 916-782-7147 (Roseville) 800-660-7995

WELLSPACE: Immediate services for chemical detection issues. 1820 J Street, Sacramento 95814 www.theeffort.org 916-325-5556 916-313-8400

WOMEN ESCAPING A VIOLENT ENVIRONMENT (WEAVE): Services available for issues with domestic violence, sexual assault, and legal matters such as restraining orders. Also provides a safe house for crisis situations. www.weaveinc.org

Lincoln All-America City 2006

2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For

Western Placer Unified School District
and
Twelve Bridges Elementary School

Reviewed by Site Council December 2, 2014

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree **i**

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson

Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394		(cell)	
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Callahan

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

CONFIRM FACTS Obtains accurate information about the total situation. Determines the degree of impact.

Works with principal to decide whether to evacuate off campus.

Works with principal to convene the **Crisis Response Team.**

Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.

Authorizes Board members to be contacted.

Notifies City Manager of situation.

Goes to school site.

Contacts own family to assess their safety and to inform them of situation.

Works with site team to support resolution activities.

Works with District Liaison to communicate with District Office staff to update information and to provide support.

Updates Board members.

Approves communication to parents emphasizing the positive.

Assists the site with evaluation of the event and the response.

Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.

Conducts debrief after the event.

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

Confirms situation with Superintendent.

Sets up and organizes District Command Center (Business Office)

Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.

Screens calls to Superi s

Provides updates to Board members. Delegates and Deputy

Updates voicemail message on district phones. Delegates
Deputy

Notifies and updates all sites of the situation.

Advises other districts of situation, if required.

Notifies the Placer County Office of Education, if warranted.

Coordinates repairs, if needed.

Contacts insurance carrier

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

Principal deals directly with District Office/Community coordination.

Principal makes necessary decisions in consultation with District Office.

Principal notifies local law enforcement/fire department when deemed appropriate.

Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)

Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.

Principal trouble shoots based on developing circumstances.

Principal works with District Office re media operations/ communications.

Principal works with emergency personnel.

Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.

Principal is efficient/flexible/available to make decisions and communicate not tied to a specific task.

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC Cindy Hood
COES Emily Coffee
FSS Bill Justice-
FRES Dan Burbage-Macaluso
LCES Pam Soha-
SES Karen Roberts
TBES John Kovach
GEMS -
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

Directs activities of **Site Command Center**

Alerts Teachers as required

Ensures Staff are at required positions with equipment/information necessary to complete tasks

Assigns additional duties to available staff and direct site operation

Communicates with nursing staff and Crisis Response Team, as needed

Communicates with Transportation, Food Services, as necessary

Organizes and coordinates all necessary activities at site.

Requests added personnel from Personnel Officer.

Works with Site Principal to advise parents of early dismissal of students, if necessary.

Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

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

NAME CELL #

CCC Teresa Avelar

COES Annie Larsen

FSS Norma Lázaro

FRES Katrina Moddelmog

LCES Irma Balonek-

SES Mike Maul

TBES Jamie Mandel

GEMS Debra Morrison

TBMS Todd Boynton

LHS – Barbara Green

PHS Clint Nelson

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

Secure your classroom - lock doors, close windows and shades/blinds.
Attempt to keep the student calm
Provide first aid where necessary
(Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
Place color card in the window
Green = all safe
Red = CRITICAL - need help - injury - missing student
Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

Quickly, yet orderly, escort students to safe area as designated in Site Plan
Take record book, student information cards, color warning cards
Take attendance when safe site is reached
STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

Report directly to identified areas to secure the campus
Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

Act as media spokesperson.

Coordinate with District Office Liaison and Administration

Work with site team members to advise parents.

Be in communication with site level person at hospital.

Be in contact with City Council and Local Officials, as needed

Relay information about hospital victims to **District Office Command Center.**

community meetings.

Contact radio, television, newspapers, as deemed appropriate.

If requested by site, coordinate a community resource response.

Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

At request of site Crisis Response Support Team Leader, contact community mental health resources.

Direct activities of any District Interns.

If requested by site, contact neighboring districts and secure their assistance.

Contact Placer/Sacramento County law enforcement chaplaincy, as necessary

Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary

Provide support to students and staff, if requested; assess critical situations.

Assist site in staffing safe rooms for students and staff.

Provide written information to parents concerning possible reactions to the event.

Be available for consultation to site as they conduct follow-up activities in the weeks to come.

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

Work with dispatcher to contact bus drivers, if necessary.

Advise Mid Placer Transportation of situation and coordinate resources, if necessary.

Advise drivers of staging areas and routes.

Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.

Provide evacuation to secondary site, if necessary.

Provide early transportation home to regular bus drivers as necessary.

Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

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

Notify employee families affected by the crisis.

Assist site with information on personnel, including substitutes, who are present on campus.

Contact substitutes to work upcoming days.

Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.

Provide and maintain an updated resource guide of specialized personnel.

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

Work with Telephone Company, as necessary.

Update voice mail message, as appropriate.

Keep sites updated on telephone status.

-way radio system and all phone contacts.

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

Provide information on mass messaging email, voicemail, text.

Work with Site Leader to coordinate messaging.

Work with sites to provide access to Student Management System (AERIES)

Assist with technology needs.

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.

Provide direction to Clerks re handling of Student Medication.

Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.

Direct first aid station under the supervision of the Site Coordinator.

Coordinate activities with hospital, if needed.

Meet with parents of injured students.

Assist school site team with parent or community meeting.

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

Provide appropriate information to Spanish radio and Television stations as deemed appropriate.

Coordinate release of information with Community Liaison Officer Scott Leaman

Establish a procedure to provide communication and information to parents.

Mobilize translators (teachers/students/parents) as needed.

SECTION TWO: Evacuation Information

OPERATIONAL AREAS
AND
SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	- Priority One - Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One - Priority Two	- Priority One - Priority Two
Phoenix High School	- Priority One - Priority Two	- Priority One - Priority Two
First Street School	- Priority One - Priority Two	- Priority One - Priority Two
Twelve Bridges Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Foskett Ranch Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Twelve Bridges Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Lincoln Crossing Elementary	- Priority One - Priority Two	- Priority One - Priority Two
District Office	- Priority One - Priority Two	N/A Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A F; G L; M R; S Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A C; D F; G I; J L; M O; P R; S U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates taking care of medical situations
    - **Adult #3 Card Puller** - off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316

TV 13	916-374-1300
PGE	1 (800) 468-4743

SECTION FOUR: SPECIFIC RESPONSE PLANS

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

22. _____ _____ _____ _____

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL | DATE | TIME

_____ _____ _____

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

Inform the District Superintendent of the death.

- Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
- Superintendent calls appropriate principal(s)

Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.

- Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)

  Principal and CRT establish a plan to immediately notify affected faculty and staff tem (usually phone or e-mail).

  Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide staff, students, none, which?) (Possible scenarios suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)

  Principal checks AERIES for family members/siblings

Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).

- Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
- Determine who the friends/family members are on campus
- Determine how to notify/support these students/staff members
- Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
- Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
- Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
- Share with staff District procedures re dealing with media refer media to District Office
- Set **End-of-Day All Staff Meeting** time and location

Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

Principal notifies affected families.

- Via family letter, email or phone call prior to students leaving for home. Factual staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

CRT Leader Holds **CRT End-of-Day Debrief**

-
- Discuss plans for next day
- Plan **End-of-Day All Staff Meeting**
- Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

Initial Crisis Response Team Meeting

Agenda

- Discuss known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
    - CRT Leader Takes command, balances response initiatives with safety concerns; motivates responders; communicates clear directions; sizes up situation and makes rapid decisions; modifies plans as necessary
    - Public Information Officer Superintendent or designee
    - CRT Members Offer support; support staff/students
    -
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of **Crisis Response Team Log** when seeing students

Initial All-Staff Meeting

Agenda

- Introduce CRT members
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the **Notification of Suicide**
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
    - Share **Suicide Postvention Information** (handout for staff)
- Remind staff that all media communications are handled through the District Office (Superintendent)

Notification of Suicide

(To be read or paraphrased in specified classes by appropriate staff member teacher, if comfortable, administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students*** *(change wording as needed here)* _____ has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,

I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

Certain behaviors can indicate a safety concern for you child, specifically, if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

CRT End-of-Day Debrief

Agenda

- Include CRT members, site principal, Superintendent
-
- Debrief, share experiences, express concerns and ask questions
- Plan End-of-Day All Staff Meeting review agenda
- Discuss plans for next day
  - Consider mental health supports needed
  - Develop communication protocol
  - Review **Crisis Response Team Log**
  - Determine student contact follow-up needed
- Prepare **Suicide Postvention Information** to share with staff

End-of-Day All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
-
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss plans for next day
- Remind staff of importance of self-care
- Remind staff re dealing with media
- Determine if **Follow-Up Staff Meeting** is Needed; Schedule Meeting
- Share **Suicide Postvention Information**

Follow-Up All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
-
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

Date: _____ Site: _____ CRT Member: _____

Time	Student	Follow-Up Needed Y/N	Notes

SUICIDE POSTVENTION INFORMATION

~ For Staff ~

Procedures aimed at identifying those affected by a suicide in order to decrease negative reactions and increase adaptive copying.

Goals of Postvention
Assist survivors with the grief process
Identification and referral of students at-risk for requiring additional services
Reducing contagion
Providing appropriate information

Survivors of Suicide
Individuals directly affected by a completed suicide. Affected individuals include: family members, classmates, friends, teachers, girl/boyfriend. Survivors typically experience an array of emotional reactions:

- Shock, guilt, despair, denial, anger, disbelief, pain, shame, hopelessness, rejection, confusion, and self-blame.
- Survivors are at an increased risk of suicide contagion. Suicide Contagion is a term used to describe an increase of suicidal behaviors shortly after a completed suicide typically due to imitation. To decrease contagion, sensationalism, glorification, and romanticization should be avoided.

Providing Information
Information should be provided to facilitate understanding and clarification. When talking to students, staff should provide information simultaneously to classes. Again, factual information should be provided to eliminate sensationalization. Providing warning signs and resources within the community to parents can help with the bereavement process.

Do's & Don'ts
Memorials and funerals
Do...
Encourage affected students to attend the funeral service
Develop suicide prevention procedures, including better ways to cope with emotion.

Don't...
Send all students to funeral
Cancel or change the school schedule
Permit physical memorials on school grounds
Fly flag at half-staff, have assemblies or yearbook dedications for victim, or moments of silence.

Attending the funeral should be at the discretion of the individual students and their parents. When dealing with memorials and funerals, the goal of the school site should be to avoid sensationalization, glorification, and romanticization of the suicide death. Too much attention towards the suicide act and/or victim may lead to contagion. The school site may want to focus memorials towards providing information and support to other students experiencing grief to help prevent future suicides.

Community Resources
EAP Employee Assistance Program 800-932-0034 eap@acispecialtybenefits.com
Lighthouse Counseling and Family Resource Center 645-3300
Placer County Children and Adult Systems of Care (530) 886-54501, 1-888-886-5401
Family Service Agency Suicide Prevention and Crisis Hotline (916) 368-3111
National Suicide Prevention Hotline 1-800-784-2433, 1-800-273-8255, 1-800-799-4889
National Association of School Psychologists www.nasponline.org (See PrePare materials)

SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making. Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

ronment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial

One thing common to the above situations is that the reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

ing

THE BEST PREPARATION - HAVE A PLAN.

immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or b . the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits _when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution in this case, the school and builds the teamwork and rapid response mechanism

others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.

Notify families in person, if possible (where applicable).

Address the needs of victims and their families (where applicable).

Compile all required/available information to make decisions.

Be ready to play central role, both on the crisis team and publicly as a leader.

Contact administrative help.

Notify employees/others.

Consider counseling for victims, coworkers, families (where applicable).

Notify appropriate public officials and community or interest groups.
Draft a factual statement and distribute it to the full crisis team.

Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

media can create the percept
doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news

n meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the cerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

Contact all appropriate media. In most cases, best the news media hear from you first about

Provide news bulletins as the crisis evolves/ unfolds.

Provide information to all media outlets and record to whom what information is released.
Receive phone calls from the news media.
Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can,

legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible.

comment publicly, but try to find a better way to describe your inability to comment. Say something like,

are at a very sensitive stage, and it could be harmful if we com

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can

- **Bad News**

Get out the bad news yourself do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own

quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the s
must be for the people affected by the crisis the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

Do not give out *any* information, no matter
it may seem.
Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
Another employee should make sure the reporter stays outside.
Locate the crisis team leader immediately, and if a different person, the spokesperson.
Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

Telephone lines for outgoing calls
Two cellular phones (in case of power problem)
Word processor, paper and white-out
FAX machine
Photocopying machine
General media information kit about the school
Copies of the news release pertaining to the crisis
Large map of site for briefing
Smaller, individual maps of the site for media
Poster board, black markers, duct tape and scissors
Radio(s)
Television(s)
VCR
Radios (walkie-talkies)
Pagers for key personnel
Notepads, pens and stapler
Coffee-other refreshments
Ashtrays
Administrative assistance
Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a

temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third- party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to

Finally, you may want to plan substantive activities that will help to reestablish your school

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

Safe School Plan
2014-2015

Developed By:

Kathleen Cummings, Parent
Michelle Golden, Parent
Raechele McNeel-Caird, Parent
Ana Stevenson, Parent

Shavaun Davies, Teacher
Tom Toy, Teacher
Jamie Mandel, Teacher
Jeanine Troxel, Secretary
Rey Cubias, Principal

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

Adopted by School Site Council: December 2, 2014

OVERVIEW

The Twelve Bridges mission is "to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents." The Safe School Plan has been written to support our district and school mission.

The Safe School Plan, with input from staff, students, and parents, 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 School Site Council, district safety meetings, and emergency drills.

Twelve Bridges Elementary serves approximately 650 students in preschool through fifth grade.

The ethnic make up for 2014-2015 is as follows:

- African American, not Hispanic 2%
- American Indian/Alaskan Native 1%
- Asian/Pacific Islander 10%
- Filipino 3%
- Hispanic or Latino 12%
- White not Hispanic 75%

The uniqueness of students and staff is recognized and respected. Our school emphasizes excellence, innovation, and progress for all students in academic skills, citizenship, personal growth, and social development.

Component One: School Culture and Climate

Goal: Twelve Bridges students, staff, and guests will feel physically and emotionally safe at school.

Objectives:

- Staff will consistently implement a school behavior plan that focuses on prevention and positive reinforcement as well as consequences.
- Students will feel connected to school via development of positive relationships with other students and adults.
- Positive reinforcement of expectations through emphasis on Tiger Traits and Qualities of Greatness through the *Nurtured Heart Approach* and *Love and Logic* is foundational to interactions between adults and students as well as among students.
- The Leadership and PBIS (Positive Behavior, Intervention, and Supports) teams will make decisions to support this goal.

Student Support and Intervention Opportunities:

- Support Systems are coordinated with county and other agencies to provide child services as needed such as: ACCESS, SMART, Lighthouse, School Attendance Review Board, Character Education, and positive incentives for student behavior.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Mental health and alternate placement programs (Resource, Special Day, Speech, Occupational Therapy, or Adaptive PE) 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 by a staff member or parent to explore intervention and/or support options.
- Twelve Bridges Elementary School has a Child Abuse Reporting Procedure in place.
- Office Clerk designated to address health related needs two hours per day.
- School Psychologist is on site three days a week to offer academic, emotional, and social support.
- District Nurse is on site one day a week or when needed.

Parent Support:

- Twelve Bridges Elementary School involves parents as active participants in School Site Council, Parent Teacher Club, Dads of Great Students (DOGS), various committees, and classroom activities to build connections to our school community and develop a better understanding of the curriculum and procedures.
- Parents are encouraged to be part of the Student Success Team or IEP Meetings to help create action plans that include accommodations or modifications to help students become and feel successful in the school program.
- Parent information nights...
- Parents of at-risk students are notified about opportunities for support programs.
- Parents of students at-risk for retention will be notified at proper intervals per Board Policy.
- A phone and/or email broadcast to staff and families will be utilized to communicate any health/safety concerns or updates.

Staff Support:

- 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: Lighthouse, SARB, law enforcement agencies, or ACCESS, may be recommended by the Student Success Team, a 504 Plan, or an IEP Team.
- Administrator follows 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.
- Six Character Traits (trustworthiness, respect, responsibility, fairness, caring, and citizenship) in addition to Qualities of Greatness are emphasized and recognized in the classroom and at assemblies.
- First Aid/CPR training is offered annually to all staff members.
- PBIS team has created a plan for consistent school safety and behavior management. We now follow ***ROAR*** rules: Responsibility, Offering kindness, Always being safe, & Resolving problems.
- Staff will document student concerns using the AERIES system to increase consistency and a collaborative approach to school-wide behavior management.
- School Psychologist is on site three days a week to offer emotional, and social support to students and resources and strategies to staff.
- Because we are a PBIS school, we also have a trained counselor on-site one day a week to help with students who are struggling to make good behavioral and social choices.

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. For example: verbal praise and encouragement; ROAR cards that can be used in the ROAR store on Fridays; monthly, trimester, and yearly Perfect Attendance recognition; and weekly spirit recognition.
- We have begun implementation of our PBIS program which has built on the work of the BEST team. We use ***SWIS*** data tracking to identify and address areas of concern within the context of a positive and safe school environment.

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 1-2 recesses.
Citation 2:	Teacher to call parent. Loss of 2-3 recesses.
Referral 1:	30 minute after school detention
Referral 2:	Monday detention - 1:45-2:45 and a conference with parent and student.
Referral 3:	Schedule Student Success Team (SST) Meeting. A one to five day suspension may be assigned.

**** 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 Site Council reviews the Safe School Plan annually and examines student data. The Student Success Team, grade level teams, and principal continually review 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.
- PBIS is supported both by site & PTC funds for ongoing training, promotion, and positive rewards.

Evaluation:
Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, 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	On-going	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	Trimester		X		X				X		X
Positive Recognition Awards	Weekly/Monthly	X	X	X	X	X	X	X	X	X	X

Component Two: The Physical Environment

Twelve Bridges School is located in the Western Placer Unified School District. Its physical location is in Southeast 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, school newsletter, phone/email broadcasts, and school website.
- Students in grades 3-5 have the opportunity to be a "Traffic Tiger" to assist with drop-off each morning. After serving 10 times, the student is recognized with a pencil and book.
- 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. Signs and cones in parking lot communicate expectations for visitors.
- Procedures are in place for emergency evacuation from the campus. Procedures and equipment will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency supplies will be stored and refilled as needed in the office.
- Drills are held monthly and assessed for efficiency by the principal and office staff.

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

Objectives:

- The campus is closed. Perimeter gates are locked each day, except for the front, main gate.
- 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/Shelter in Place, earthquake, fire and evacuation procedures are in place.
- Main entry and exit points are monitored closely by surveillance cameras and school staff.
- There is 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. Volunteer list is updated and monitored regularly for accuracy.
- School administration is working with the district office and local community to add additional surveillance cameras to the school site.

Student Support:

- Inappropriate behavior is addressed immediately and tracked through SWIS data tracking.
- Staff monitors 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; Shelter in Place procedures are communicated, if a situation arises.
- Procedures are in place for student evacuation in alignment with local law enforcement.

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 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/Shelter in Place 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 School Site Council, consisting of principal, teachers, and parents participate 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 School Site Council. The Safe School Plan is updated annually.

On Campus Evacuation Locations:
- Primary: Far side of the blacktop near the playground area.
- Alternate: 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.

Off Campus Evacuation Sites:
- Primary: *Twelve Bridges Middle School*
- Alternate: *Glen Edwards Middle School*

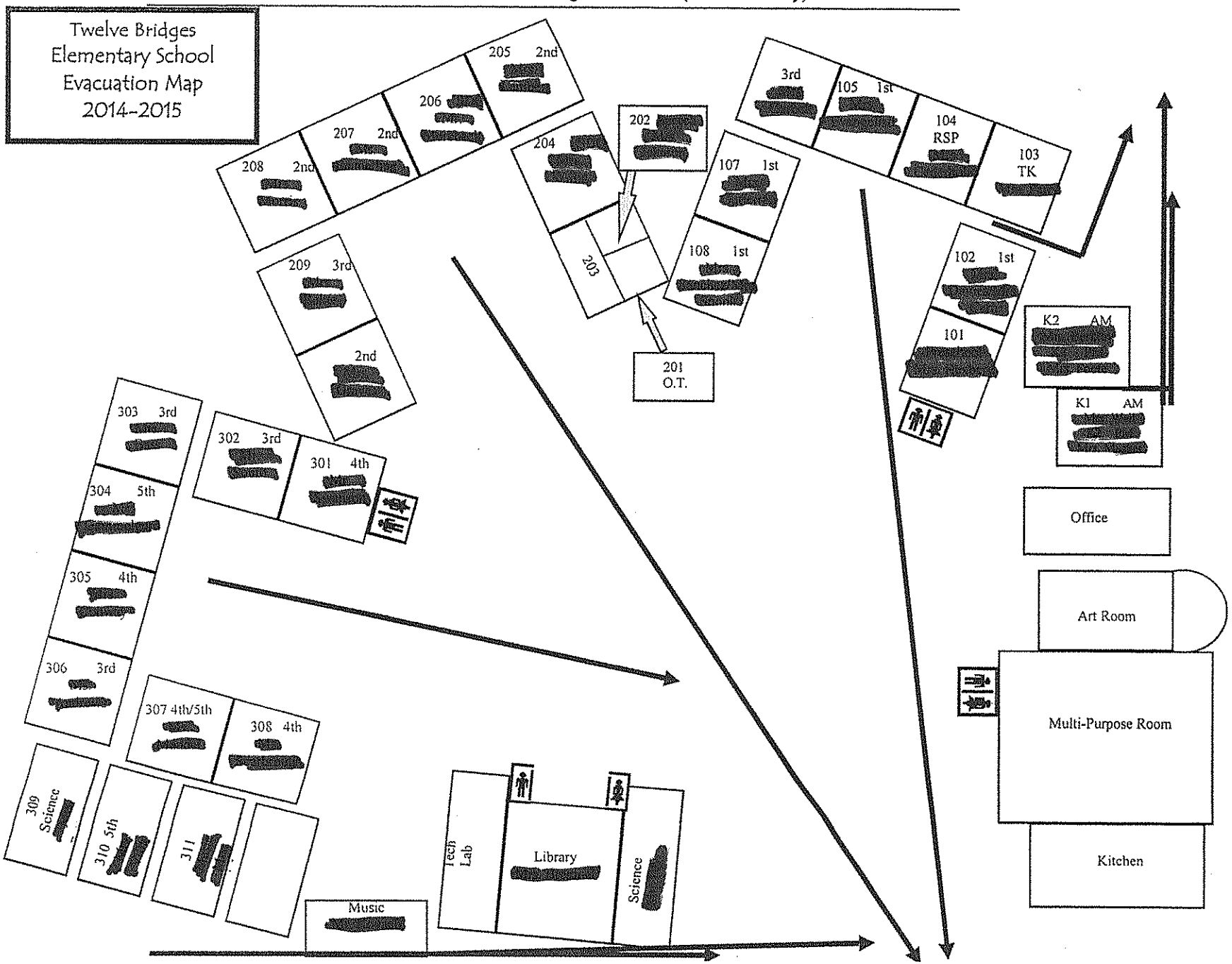
Lock Down:
- Doors locked and windows/blinds closed
- Lights off
- Students on the floor - Room is quiet
- Calls will be made from the office into classrooms to determine if all students are present.
- Parents should be notified following the resolution of the lock-down

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

Communicating the Plan:
- Staff will be made aware of the crisis immediately through the PA system and/or alarms 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 contacted with through phone calls, email blasts, and school website.
- 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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District



2014 – 2015 COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For

Western Placer Unified School District
and
Twelve Bridges Middle School

Reviewed by Site Council March 3, 2015

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the Comprehensive School Site Safety Plan)

Table of Contents

District Phone Tree i

Section 1 Assignments, Duties, Contacts & Phone Numbers 3 – 21
- Alarm Shut-Off Information 5
- Using Radios – Channel Info 6

Section 2 Evacuation Information 23 – 26
- Off-Site Evacuation Locations 24

Section 3 Local Emergency Services 27

Section 4 Incident Reporting & Initial Emergency Procedures 28 - 44
- Strangers, Firearms, Attempted Kidnapping 28
- Serious Injury, Death 29
- Fire, Earthquake, Rumors, Adult Altercations 30
- Mountain Lion/Predators, Violent Student 30
- Student Behavior Crisis, Seizure (Medical) 31
- Bomb Threat/Dangerous Object 31
- Emergency Alert – General Alert 32
- Fire 33
- Earthquake 34
- Return to Building 35
- Lockdown 36
- Shelter in Place 37
- Student Sign Out Sheet (if needed) 38
- Site Map – Fire Drill 39
- Suicide Response 40

Section 5 News Media Resources 45 - 51

Section 6 Site/DO Personnel Directory 52
- Sites/District Office Add Their Directories

Section 7 Site/DO Safe School Plan Data/Goals 53
- Sites/District Office Add Their Data/Goals

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Shamryn Cole- COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES–Mark Rodriguez- SES – Melissa Willes- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS – Josh O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis,	Ryan Davis → Kari O'Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Kerry Callahan → Kevin Kurtz	Kevin Kurtz → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson

Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356		
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	645-6350	645-6356		
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356		
PERSONNEL Ryan Davis, Asst. Supt.	645-5293	645-6348		
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582		
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758		
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info.
TECHNOLOGY Kevin Kurtz Eli Turner Joe Ross	645-5715 645-4017 645-6394			
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356		
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270			
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293			

Accessing Alarm Account History:

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

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

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

Using Your ICOM or KENWOOD Radio

October 1, 2014

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

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

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

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

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

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

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

CARE (After School Program)
Lauren Quinn, Director 645-5135 (office)
FSS 434-5038
GEMS 645-4020
SES 530-633-8119

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

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

STAR
Carlin C Coppin 645-1050
Creekside Oaks 434-8085
Twelve Bridges 434-6542
Lincoln Crossing 409-0797
Foskett Ranch 434-5884
FRES Preschool 632-8417

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

TECHNOLOGY 434-3737
Kevin Kurtz 645-5175
Eli Turner 645-4017
Joe Ross
Chuck Youtsey 434-3737

Gordon West 201-9282

Anayat Sharifie 434-3737

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101			118	Roberta Giles, Special Ed. Clerk
102	Denise Arger,, Receptionist		119	
103			120	Ramey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Kerry Calahan, Asst. Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	Terri Dorow, Director of Educational Services		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Asst. Supt. of Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Mike Adell, Director of Facilities
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Susan Watkins, Dir. of Special Education		137	Brooke Crosthwaite, Bus/Pers. Admin Asst.
117	Diane Metzelaar, Secretary Special Education		138	

Superintendent Leaman/Assistant Superintendent Callahan

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

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

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL
Responsibility Checklist

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

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

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

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

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

NAME CELL #

CCC – Teresa Avelar –

COES – Annie Larsen

FSS – Norma Lázaro –

FRES – Katrina Moddelmog

LCES – Irma Balonek-

SES – Mike Maul –

TBES – Corie Volmer

GEMS – Debra Morrison

TBMS – Todd Boynton

LHS – Barbara Green –

PHS – Clint Nelson –

TEACHERS
Responsibility Checklist

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM
Responsibility Checklist

Susan Watkins
Amy Pettersen

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

Crisis Response Team Members: (School Psychologists and School Counselors)
Susan Watkins, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo - Maintenance
Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel

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

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

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Kevin Kurtz

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	- Priority One - Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Carlin C. Coppin Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Sheridan School	- Priority One - Priority Two	- Priority One - Priority Two
Phoenix High School	- Priority One - Priority Two	- Priority One - Priority Two
First Street School	- Priority One - Priority Two	- Priority One - Priority Two
Twelve Bridges Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Foskett Ranch Elementary School	- Priority One - Priority Two	- Priority One - Priority Two
Twelve Bridges Middle School	- Priority One - Priority Two	- Priority One - Priority Two
Lincoln Crossing Elementary	- Priority One - Priority Two	- Priority One - Priority Two
District Office	- Priority One - Priority Two	N/A – Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

LOCAL EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling 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).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Continued next page

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 ----

A Dial 200 to access the emergency phone

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.

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

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL _____ DATE _____ TIME _____

INSERT SUICIDE RESPONSE

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with

the district. Do not include information regarding the manner of suicide. See **Family Notification**.

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making, Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

SECTION FIVE: NEWS MEDIA RESOURCES

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The *team* should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

Develop a Crisis Communications Plan

A *plan* outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will

minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could

take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

- **Agenda**

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

- **Accessibility**

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

- **Brevity**

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

- **B.S.**

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

- **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school
- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance

- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third-party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

© 1999. National School Boards Association,
1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Name	Cell Phone	Grade/Position
Anderson, Carol		Second
Azar, Debra		Music
Bane, Sheila		Science
Bender, Paula		Fourth
Bryant, Vicki		Third
Burbage-Macaluso, Dan		Fifth
Butler, Tiffany		First
Carlton, Susie		Office
Castillo, Kelly		Principal
Clark, Katie		SDC Pre-School
Colflesh, Kendra		ASD K-1
Contaxis, Leah		Speech/Lang
Curry, Megan		Science
Damos, Daisy		Fifth
DeArkland, Shannon		Resource Program
Flanagan, Jenny		Fourth
Fruetel, Jennifer		SDC K-1
Grever, Vicki		First
Henriques, Stella		Custodian
Karuzas, Sue		ASD Preschool
Law, Gregg		Fourth
Mars, Monica		Fifth
Meagher, Wendy		Speech/Lang
Mendoza, Rita		Office
Moddelmog, Katrina		Office
Noriega, Kristin		Kindergarten
Sahyoun, Cammie		First
Schreiber, Terri		Second/Third
Sordahl, Shannon		Second
Springborn, Barbara(Allen)		Second
Taxara, Susan		Third
Whiteside, Coreena		Kindergarten
Zipp, Rita		Kindergarten

SECTION SEVEN: SITE SAFE SCHOOL PLAN DATA/ GOALS

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 the reading and math goals set in the Single Plan for Student Achievement (SPSA).
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.

Student Study Team (SST) 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 homework program is offered for students in grades 3-5 for students that need extra academic support.

Special Education Students have the opportunity to participate in the Western Placer Unified School District's extended school year program as outlined in their Individualized Education Plans (IEP).

Identified gifted and talented students have the option of attending the GATE program at First Street School or attending a general education classroom at 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.

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 supplies such as dictionaries, backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need. They also offer anti-bullying programs.

Suicide prevention training is offered to support staff through Western Placer Unified School District and the Placer County Office of Education.

Goal 2

An occupational therapist works with the teachers of Special Education students who have sensory integration and fine motor 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 every other year 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, Public Health Issues, Parenting Classes, Support Groups, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives (Fantastic Falcons) and character education programs.

Educational programs are implemented to focus on specific health issues, such as nutrition, alcohol and other drug prevention, anti-bullying, stranger awareness, 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 assist 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 Student Success Team to explore intervention options.

The Lighthouse Center, located at 427 A St. #400, 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 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.

Western Placer Unified School District

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 regularly 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:

Safe ingress and egress of pupils, parents and school employees to and from school is important at Foskett Ranch. 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.

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.

Crisis Response Bags are 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 day

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 four times per year. Emergency procedure drills are practiced semi-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 of 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.

Twelve Bridges Middle School

Safe School Plan

2014-2015

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

Action Plan for Component 1

Personal Characteristics of Staff and Students

The traits those students, teachers, administrators, and other personnel bring to the campus
(Ethnic/cultural diversity, different experiences)

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

Areas of Pride:

1. Twelve Bridges Middle School is located in Western Placer Unified School district in the city of Lincoln. The school serves grades six through eight. The student enrollment is currently approximately 830, which is consistent with last year.
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, group sessions, 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.
   - Administration has come to an agreement with regard to what does/ does not constitute bullying.
2. **Resources needed:**
   - Staff, materials, time and budget allocation
3. **Person/s responsible for implementation:**
   - Administration and staff
4. **Timeline for implementation:**
   - 2014-2015 school year

Budget

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

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 38,350 people (2010). 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, which include the required signage.
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 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.
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 (not in use this school year), 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 as required. 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
3. Excessive automobile traffic and safety at the park, due to decreased busing availability.

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:**
   - 2014-2015 school year

Budget

1. Time and materials

Evaluation Criteria and Timeline

1. Evaluations will be monitored monthly throughout the year.

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 her administrative team provide strong leadership, a clear vision and a plan of action. She 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.
4. **Discipline and Consequences:** The current discipline plan is aligned with the district policies and ensures a safe environment for 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. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. All staff (certificated and classified) review and understand the policies and procedures and implement them on a fair and consistent basis. Procedures are established for 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. Positive discipline will be utilized, when applicable, 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 (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, when applicable.

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.
   - 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:**
   - 2014-2015 school year

Budget

1. None needed at this time.

Evaluation Criteria and Timeline

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

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. Staff member's birthdays are celebrated when possible. 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 Common Core 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. Educating students/families with regard to the Common Core Standards and the testing that will take place.

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

1. **Related activities:**
   - Continue to provide quality informational programs
2. **Resources needed:**
   - Administration, staff, materials, time and budget allocation.
3. **Person/s responsible for implementation:**
   - School-side, administration, staff, students, parents and volunteers.
4. **Timeline for implementation:**
   - 2014-2015 school year

Budget

1. None needed at this time.

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.

1. **Related activities**
   - Bring all students to appropriate grade level achievement
   - Regular acknowledgment of student successes
2. **Resources needed:**
   - Administration, staff, materials, time and budget allocation.
3. **Person/s responsible for implementation:**
   - School-wide, administration, staff, students, parents and volunteers
4. **Timeline for implementations:**
   - 2014- 2015 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