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.

8.9.20S

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	– Assist at Sites

8.9.206

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

8.9.207

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

8.9.208

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.

8.9.209

SECTION THREE: 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	[redacted]
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

8.9.20

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

8.9.211

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

8.9.212

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).

89.213

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.

8.9.214

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

8.9.21S

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.

8.9.216

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.

8.9.217

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.

8.9.218

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.

8.9.219

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

8.9.220

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.				

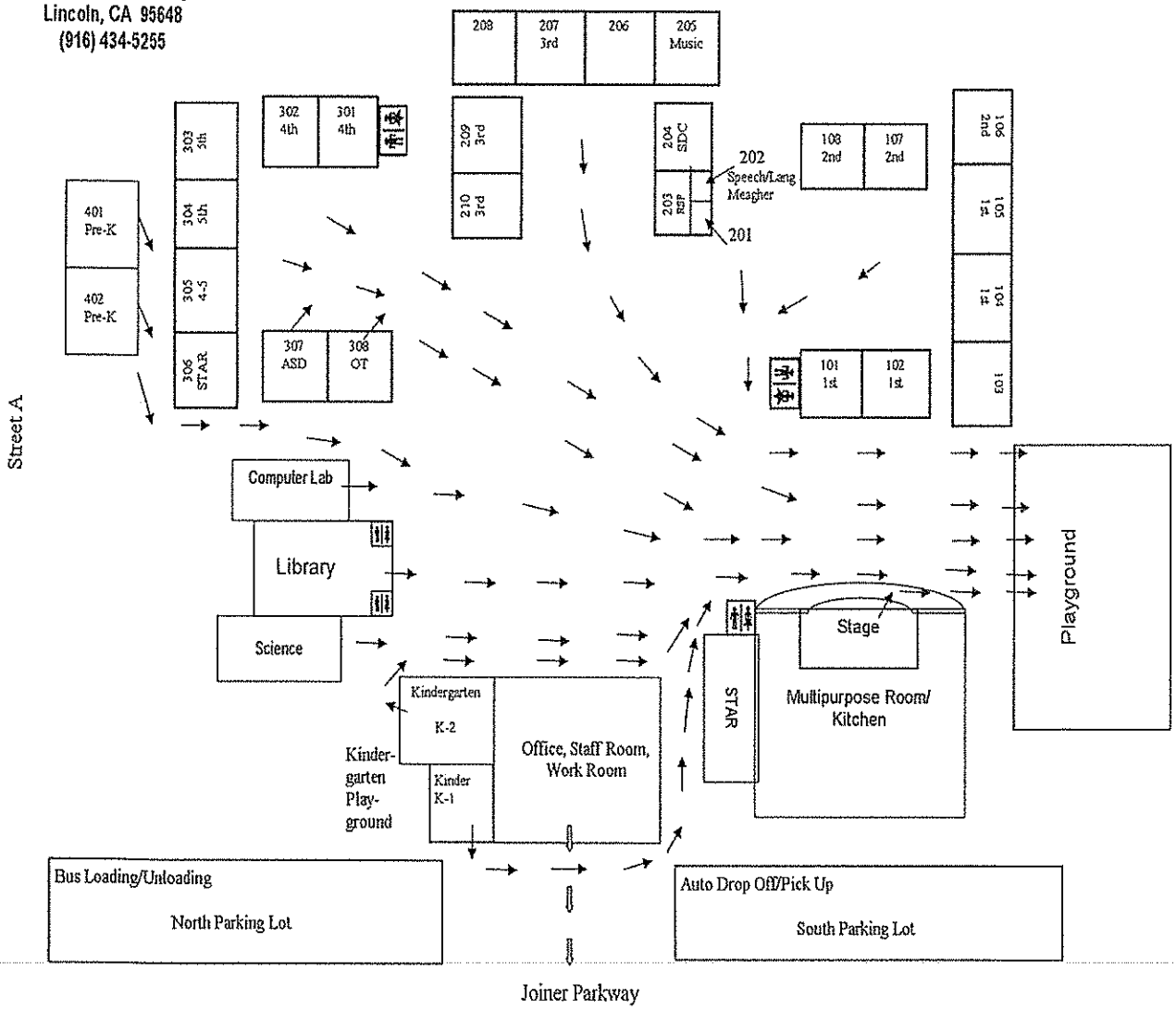
SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

8.9.221

Evacuation Map

Foskett Ranch Elementary
1561 Joiner Parkway
Lincoln, CA 95648
(916) 434-5255

Map not to scale



8.9.22

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**.

8.9.23

- 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 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)

8.9.224

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.

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 FRES 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 FRES. 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 your 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

8.9.225

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact FRES with any questions or concerns.

CRT End-of-Day Debrief

Agenda

- Include CRT members, site principal, 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 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
- 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 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 any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

8.9.226

Crisis Response Team Log

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

8.9.227

SUICIDE POSTVENTION INFORMATION

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.

8.9.228

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)

8.9.229

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

8.9.230

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
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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.

8.9.231

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.

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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.

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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."

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- **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.

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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

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SECTION SIX: Personnel Information

Name	Cell Phone	Grade/Position
Anderson, Carol		Second
Azar, Debra		Music
Bane, Sheila		Science
Beggerly, Jennifer		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
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
Stephenson, Bethany		Kindergarten
Taxara, Susan		Third
Zipp, Rita		Kindergarten

8.9.237

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.

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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.

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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.

8.9.240

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.

8.9.241

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

8.9.242

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.

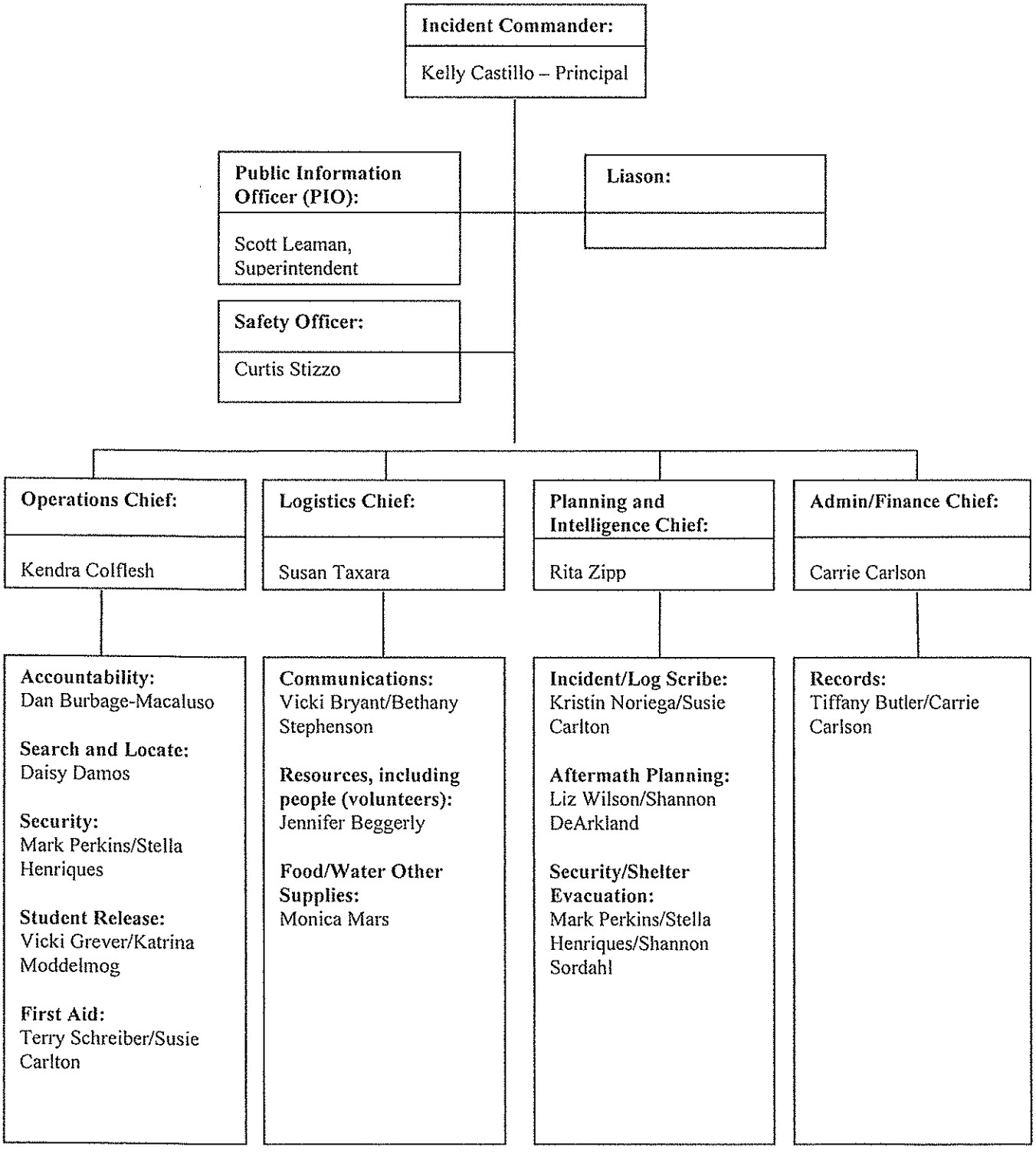
Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures are in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

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Foskett Ranch School
CRISIS RESPONSE PLAN CHART



89-244

DEFINITIONS

Incident Commander

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

Operations Section

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

Logistics Section

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

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Planning/Intelligence

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

Administration/Finance Section

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

Incident Log Scribe

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

Public Information Officer (PIO)

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

Liaison

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

Safety Officer

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

Aftermath

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

8.9.246

STAFF MEETING FOR DEBRIEFING

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

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

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

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

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

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

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

89.247

COUNSELING SERVICES

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

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

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

8.9.248

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Lincoln Crossing Elementary

Reviewed by Site Council
(October 8, 2013)

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

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

8.9.249

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- ☐ Sites/District Office Add Their Data/Goals

8.9.250

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- 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–Joshua 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 (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → 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)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →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. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

8.9.251

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
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. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

8.9.252

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine.[redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

8.9.253

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)**

8.9.254

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (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
- 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
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

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

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy 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	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.255

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

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.

8.9.256

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

89.257

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.

8.9.258

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

8.9.259

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

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.260

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....)

8.9.261

(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.

8.9.262

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
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.

8.9.263

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.

8.9.264

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

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.

8.9.265

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.

8.9.266

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.

8.9.267

TECHNOLOGY
Responsibility Checklist

Bob Lyons

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.

8.9.268

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.

8.9.2609

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.

8.9.270

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	– Assist at Sites

8.9.271

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

8.9.272

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

8.9.273

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.

8.9.274

SECTION THREE: 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	[redacted]
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

8.9.27S

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

8.9.276

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

8.9.277

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).

8.9.278

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.

8.9.279

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

8.9.280

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.

8.9.281

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.

8.9.282

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.

8.9.283

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.

89.284

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.

8.9.285

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 _____

8.9.286

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**.

8.9.287

- 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 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)

8.9.288

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.

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 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.

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 giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

8.9.289

CRT End-of-Day Debrief

Agenda

- Include CRT members, site principal, 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 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
- 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 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 any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

6.9.290

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

8.9.291

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)

8.9.2012

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

89.293

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
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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.

8.9.294

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.

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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

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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,

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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.

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- 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

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SECTION SIX: Personnel Information

Sites to add Site Personnel Directory.

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2013-2014 Classified Staff - LCS

1. Campus Supervisor		[redacted]
2. Librarian Tech	Balonek, Irma	[redacted]
3. Instructional Aide SDC	Begley, Cynthia	[redacted]
4. Food Service Lead	Borba, Michelle	[redacted]
5. Site Cafeteria Cashier a. Kindergarten Aide (2 hrs)	Bortolus, Vickie	[redacted]
6. Campus Supervisor	Callahan, Michelle .50	[redacted]
7. Custodian PM	Carrasco, Art	[redacted]
8. Instruction Aide Kinder	DeRosset, Dora	[redacted]
9. Instruction Aide SDC	Ferguson, Ryan	[redacted]
10. Campus Supervisor	Finn, Liz	[redacted]
11. Campus Supervisor	Slack, Staci	[redacted]
12. Kindergarten Aide	Henri, Debra	[redacted]
13. Clerk	Mendoza, Rita	[redacted]
14. Site Food Service Asst.	Navarrete, Maria	[redacted]
15. Campus Supervisor	Props, Tera	[redacted]
16. Custodian AM	Shawnee, Markus	[redacted]
17. RSP Aide	Shima, Holly	[redacted]
18. Campus Supervisor	Shorkey, Jon	[redacted]
19. Clerk	Shorkey, Trish	[redacted]
20. Secretary	Soha, Pam	[redacted]
21. Instructional Aide	Suttivong, Ausanee	[redacted]

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2013-2014 - Certificated at LCS – Room Numbers

		Room Number
1. Kindergarten AM	Warren, Donna	K2
2. Kindergarten PM	Dayna Swanson	K2
3. Kindergarten AM	Giannini, Jackie	K1
4. Kindergarten PM	Fleshman, Amanda	K1
5. Kindergarten AM	Brown, James	C104
6. First Grade	Cook, Pam (Ogata, Debbie)	D101
7. First Grade	Mason, Jennifer	C101
8. First Grade	Cassidy, Liz	C103
9. First Grade	Ochoa, Mariela	C102
10. Second Grade	Maynard, Laurel	E103
11. Second Grade	Beatty, Scott	E102
12. Second Grade	Shelton, Lauretta	D102
13. Second Grade	Valtatie, Hilma	D103
14. Third Grade	Botonis, Lauren	E101
15. Third Grade	Crook, Jaclyn	E104
16. Third Grade	Bombard, Cecilia	F101
17. Third Grade	Stuckey, Julie	F102
18. Fourth Grade	Coleman, Darren	G102
19. Fourth Grade	Cruice, Jamie	G103
20. Fourth Grade	Stone, Sheri	G104
21. Fourth/Fifth Grade	Shye, Laura	C101
22. Fifth Grade	Sliepen, Laura	H101
23. Fifth Grade	Wright, Jennifer	H103
24. Fifth Grade	Medina, Millie	H102
25. SDC	Chapman, Vivian	ART Room
26. RSP	Saurer, Diane	F103
27. Music	Adams, Shelley	M-T-Th-F
28. Music	Greene, Lisa	T ½am; W
29. Science	Brothers, Annie	M-F
30. Science	Patterson, Allison	½ amTh/Fri
31. Speech	Matiska, Barbara	Speech Room
32. Speech	Donkor, Ellen	Tues/Thur
33. School Psychologist	Galvan, Victoria	Wed/Fri

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SECTION SEVEN: Safe School Plan

8.9.303

Lincoln Crossing

Safe Schools Goals and Support Plan

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

Objectives:

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

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

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 monitors 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.

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- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

Student Support:

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

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

Lincoln Crossing School works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.

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

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

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

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

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

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

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

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

8.9.30S

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 teacher 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.

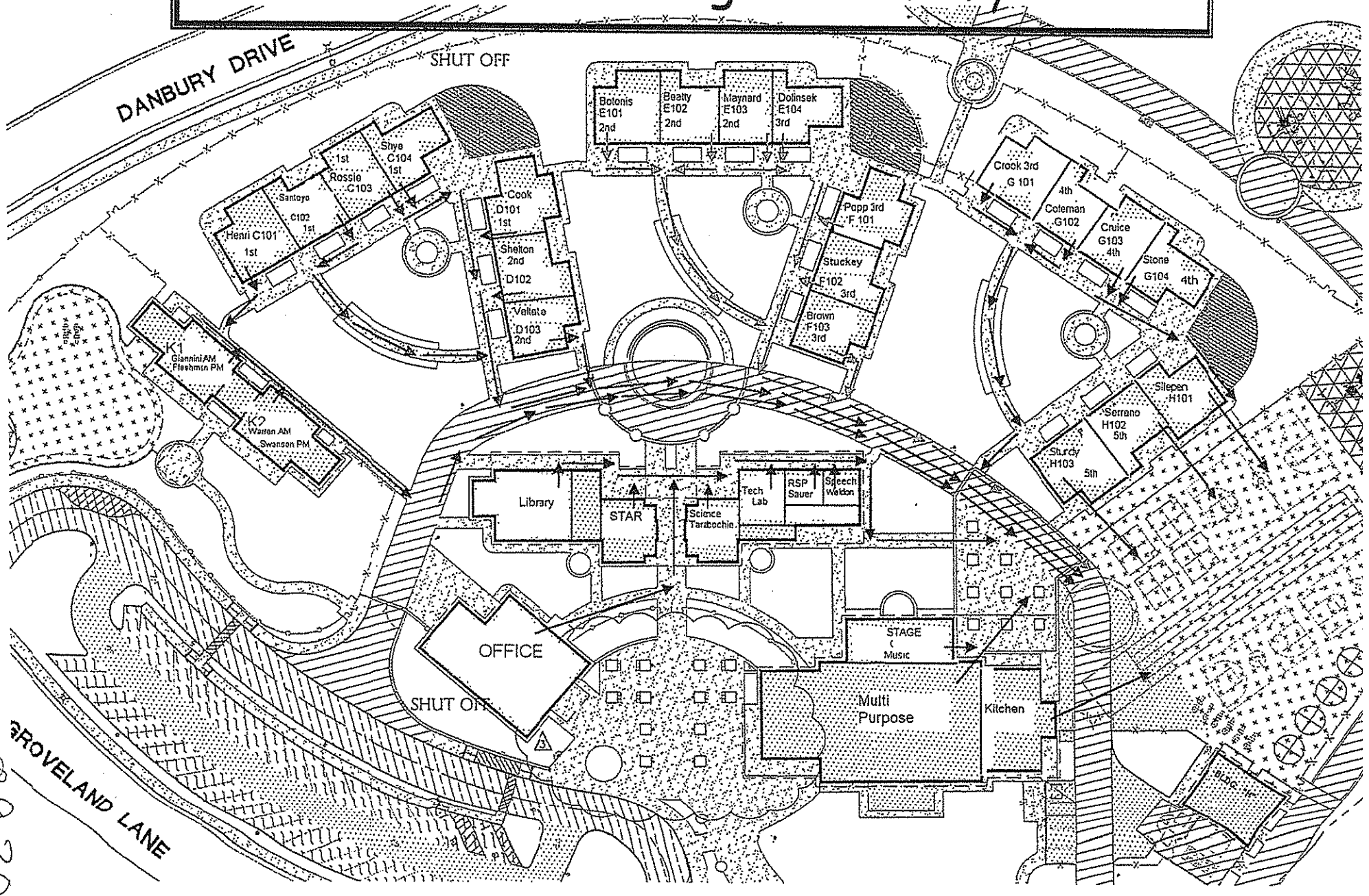
Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures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

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Lincoln Crossing Elementary



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2010—2011 Fire/Evacuation

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Twelve Bridges Elementary School

Reviewed by Site Council

12/16/13

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

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

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- ☐ Sites/District Office Add Their Data/Goals

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SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- 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–Joshua 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 (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → 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)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →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. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

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ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
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. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

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December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine.[redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

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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)**

8.9.313

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (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
- 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
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

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

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy 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	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.314

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

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.

8.9.315

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

8.9.316

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.

8.9.317

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

8.9.318

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

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.319

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)

8.9.320

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.

8.9.321

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
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.

8.9.322

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.

8.9.323

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

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.

8.9.324

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.

89.325

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.

8.9.326

TECHNOLOGY
Responsibility Checklist

Bob Lyons

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.

8.9.327

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.

8.9.328

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.

8.9.329

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	– Assist at Sites

8.9.330

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

8.9.331

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

8.9.332

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.

8.9.333

SECTION THREE: 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	[redacted]
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

8.9.334

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

8.9.335

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

8.9.336

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

8.9.337

#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

8.9-339

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.

8.9.340

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.

8.9.341

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.

89.342

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.

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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

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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.				

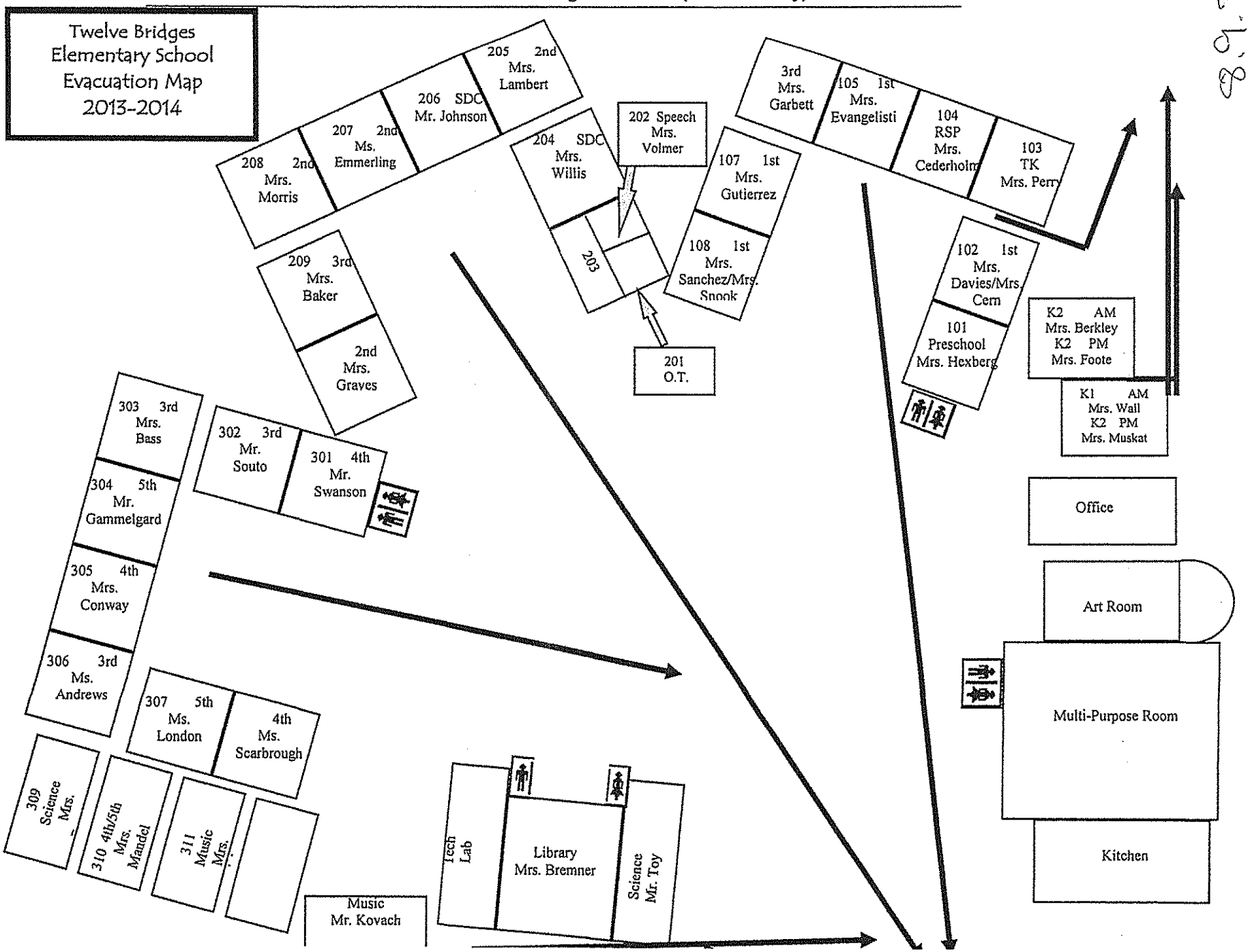
SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

8.9.345

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Twelve Bridges Drive Gate (For Buses Only)

8.9.3.4.6



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 Debrie

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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)

8.9.348

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.

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 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.

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

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CRT End-of-Day Debrief

Agenda

- Include CRT members, site principal, 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 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
- 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 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 any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

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Crisis Response Team Log

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

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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)

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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

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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.

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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.

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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

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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"

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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

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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

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SECTION SIX: Personnel Information

OFFICE		EMERGENCY PHONE						200
Room #	Name	Intrcm	Ext.		Room #	Name	Intrcm	Ext.
311	Aday, Christy	[redacted]	168		OFFICE			
306	Andrews, Lari	[redacted]	153		Principal	Cubias, Rey		104
209	Baker, Pam	[redacted]	146		Secretary	Troxel, Jeanine		101
303	Bass, Janet	[redacted]	150		Ofice Clerk	Paddeck, Lili		100
K2	Berkley, Bev	[redacted]	164		PT Clerk	Christiansen, Sandy	8[redacted]	105
104	Cedarholm, Mary	[redacted]	133		Office	Front Counter		107
305	Conway, Angie	[redacted]	152		Office			102
201 OT	Curry, Nancy	[redacted]	138					
102	Davies, Shavaun/Cern, Vanessa	[redacted]	131					
207	Emmerling, Lynne	[redacted]	144					
105	Evangelisti, Katy	[redacted]	134		Conference Room			108
K2	Foote, Wendi	[redacted]	164		Staff Lounge		[redacted]	127
304	Gammerlgard, Soren	[redacted]	151		Computer Lab		[redacted]	158
Psych	Martinez, Ellie		103		Work Room		[redacted]	106
210	Graves, Heather	[redacted]	147		Stage Office		[redacted]	163
106	Garbett, Carrie	[redacted]	135		Library	Bremner, Dawn	[redacted]	156
313 Music	Kovach, John	[redacted]	170		Custodial	Cook, Andy (am)		125
205	Lambert, Gari	[redacted]	142		Custodial	Hedges, Rob (pm)		125
307	London, Conni	[redacted]	154		Kitchen		[redacted]	124
310	Mandel, Jamie	[redacted]	167		STAR		434-6542	132
208	Morris, Cherill	[redacted]	145		101 Preschool	Hexberg, Elizabeth	8[redacted]	130
KI	Muskat, Barbara	[redacted]	165					
312		[redacted]	169					
308	Scarbrough, Angie	[redacted]	155					
309 SCI	Patterson, Alison	[redacted]	166					
103	Perry, Julie	[redacted]	159		Playground		[redacted]	
108	Sanchez, Carrie/Snook, Kristin	[redacted]	137		All Call		[redacted]	

8.9.360

302	Souto, Eric	[redacted]	149		Ring Bell Manually		[redacted]	
203	Spec Ed	[redacted]	140					
301	Swanson, David	[redacted]	148					
Science	Toy, Tom	[redacted]	157		Office - PTC	PTC		162
206 / SDC	Johnson, Matt	[redacted]	143		STAR	434-6542	[redacted]	132
107	Gutierrez, Vanessa	[redacted]	136					
202	Volmer, Corie		139					
K1	Wall, Cheryl	[redacted]	165					
204/SDC 3-5	Willis, Cyndie	[redacted]	141					
309		[redacted]	166					

DISTRICT NUMBERS		
WPUSD - District Numbers	Phone Number	Fax Number
Scott Leaman, Superintendent	645-6350	645-6356
Rosemary Knutson, Supt. Secretary	645-6350	645-6356
Mary Boyle, Asst. Supt. Ed.	645-6350	645-6356
Audrey Kilpatrick, Asst. Supt. Business	645-6387	645-6356
Ryan Davis, Dir. Human Services	645-5293	645-5295
Business Office and Accounting	645-6387	645-5295
Payroll (Debbie and Rhia)	645-5131	645-5141
Personnel (Melissa and Kari)	645-5293	645-6348
Transportation (Bus Garage)	645-6346	434-3758
Bob Lyons, Director of Technology	645-5175	434-7972
Chuck Youtsey and Gordon West, Technology	434-3737	
Joe Ross and Anayat, AERIES	645-6394	645-5291
Maintenance	434-5000	645-5170
Food Services	645-6373	645-5294
Tammy Forrest, Dir. Of Special Services	645-4078	645-9267
Suzie Dallesin, Director of EL Services	434-3783	645-6356
Carrie Carlson, Dir. Of Business Services	434-5095	645-5295

Teacher Absences Online: www.aesopline.com

89.361

School Name	Admin	Phone	Fax	Secretary
Carlin Coppin	Teri Dorow	645-6390	645-6363	Cindy Hood
Creekside Oaks	Scott Pickett	645-6380	645-6383	Karen Anderson
First Street	Ruben Ayala	645-6330	645-6284	Norma Lazaro
Foskett Ranch	Kelli Costillo	434-5255	434-5240	Katrina Moddelmog
Glen Edwards Middle School	Stacey Brown	645-6370	645-6379	Jenifer Freymond
Lincoln High School	Jay Burns	645-6360	645-6349	Barbara Greene
Lincoln Crossing	Kevin Kurtz	434-5292	434-5261	Pam Soha
Phoenix High School	Michael Doherty	645-6395	645-6347	Sandra Hackbarth
Sheridan	Melissa Willes	530 633-2591	530 633-9565	Karen Roberts
Twelve Bridges Middle School	Daniela Thompson	434-5270	434-5276	Jeanine Maletesta
Twelve Bridges Elementary	Rey Cubias	434-5220	434-5201	Jeanine Troxel
PCOE Alternative Ed Programs		530 745-1485	530 745-1415	Marie

8.9.362

Safe School Plan
2013-2014

Developed By:

Tawni Cole, Parent
Michelle Golden, Parent
Kelli Parker, Parent
Stacey Sommerhauser, Parent
Ana Stevenson, Parent

Beverly Berkley, Teacher
Conni London, 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 16, 2013

8.9.363

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 720 students in preschool through fifth grade.

The ethnic make up for 2013-2014 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.

89.364

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.

89.365

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 will create a plan for consistent school safety and behavior management.
- 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.

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; PAWS/Pass the PAW; monthly, trimester, and yearly Perfect Attendance recognition; and weekly spirit recognition.***
- ***The "Paws not Claws" system is in place to recognize positive behavior among students.***
- ***We will be developing a PBIS program to build on the work of the BEST team and to use data 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.
Citation 3:	Teacher/Parent/Student/Principal Meeting.
Citation 4:	Schedule Student Success Team (SST) Meeting. A one to five day suspension may be assigned.
Citation 5:	Consequence decided by principal on a case by case basis

8.9.366

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.

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

8.9.367

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 and evacuation procedures are in place.
- Main entry and exit points are monitored closely by 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 five surveillance cameras to the school site.

8.9.368

Student Support:

- Inappropriate behavior is addressed immediately.
- 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.
- Procedures are in place for student evacuation in alignment with local law enforcement.
- Shelter In Place procedures are communicated, if a situation arises.

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 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.

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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
- Red (not all students accounted for) or Green (all accounted for) cards posted in the window
- Parents should be notified following the resolution of the lock-down

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

8.9.370

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Glen Edwards Middle School

Reviewed by Site Council

November 12, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

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

8.9.371

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SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- 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–Joshua 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 (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → 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)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →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. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

8.9.373

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
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. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

8.9.374

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine: [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

89.375

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)

8.9.376

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (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
- 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
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

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

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy 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	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.377

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

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.

8.9.378

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.

8.9.380

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

8.9.381

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

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.382

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)

8.9.383

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.

8.9.384

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
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.

8.9.385

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.

8.9.386

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

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.

8.9.387

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.

8.9.388

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.

8.9.389

TECHNOLOGY
Responsibility Checklist

Bob Lyons

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.

8.9.390

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.

8.9.391

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.

89.392

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	– Assist at Sites

8.9.393

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

8.9.394

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

8.9.395

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.

8.9.396

SECTION THREE: 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	[redacted]
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

8.9.397

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

8.9.398

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

8.9.399

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).

8.9.400

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.

8.9.401

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

8.9.402

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.

8.9.403

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.

8.9.404

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.

8.9.40S

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.

8.9.406

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

8.9.407

STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
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SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

8.9.408

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!

8.9.409

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)

8.9.410

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.

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 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.

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 giving away belongings

8.9.411

CRT End-of-Day Debrief
Agenda

- Include CRT members, site principal, 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 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
- 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 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 any additional plans, if needed
- Remind staff of importance of self-care
- Share Suicide Postvention Information

8.9.412

Crisis Response Team Log

Date: _____ Site: _____ CRT Member: _____

Time	Student	Follow-Up Needed Y/N	Notes

8.9.413

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)

8.9.414

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

8.9.415

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.

8.9.416

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

8.9.417

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.

8.9.418

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.

8.9.419

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

8.9.420

- 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

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8.9.421

SECTION SIX: Personnel Information

GEMS 2013-2014

TEACHERS AND STAFF

Administration Team

Stacey Brown	Principal
Josh O'Geen	Assistant Principal

Office/Support Team

Jenifer Freymond	Secretary II
Michelle Rowe	Clerk III
Gloria Garcia	Clerk II
Kelle LeBeau	Library Tech
Gus Nevarez	Lead Custodian
Patrick Long	Custodian
Karla Harder	Custodian

Enrichment Team

Jessica Armistead	AVID
Jason Noonan	Technology
Albert Medina	Music
Lisa Ward	Art

Language Arts Team

Wendy Hamasaki*	Teacher
Jackie Banderas	Teacher
Olen Dillingham	Teacher
Lori Reitman	Teacher
Bernadette Unden	Teacher
Linda Menge	Teacher

Math Team

Derek Hutchinson*	Teacher
Jessica Fernandez	Teacher
Ryan Smith (T)	Teacher
Bill Trueman	Teacher
Serena Snow (G)	Teacher

Campus Supervisor Team

Chelsea Midel
Hunter Dora
Noreen Skillman
Jessica Olson
Mike Raffetto

Food Services Team

Jeff Dardis	Director
Elizabeth Tofft	Child Nutrition Clerk
Theresa Hawkins	Food Services Lead
Leanne Avila	Food Services
Connie Contreras	Food Services
Maria (Lupe) Aguilar	Food Services
Sandra Whitespeare	Cashier
Juanita Arias	Cashier

Physical Education Team

CJ Nichols*	Teacher
Mike Hankins	Teacher
Sandie Mullen	Teacher

Science Team

Joe Uptain-Villa*	Teacher
Mike Agrippino	Teacher
Dan Alcorn	Teacher
Charles Langston	Teacher
Bill Trueman	Teacher

Social Science Team

Deb Morrison*	Teacher
Tim Kerrigan	Teacher
Flavia McGinley	Teacher
Phil Otte	Teacher
Lori Reitman	Teacher

Special Education Team

David Luci*	Resource
Jeff McClaskey	Resource
Julie Shackelford	Special Day
Caroldee Althouse	Instructional Aid
Donna Salsberry	Instructional Aid
Sruti Vadgama	Instructional Aid

Support Team

Victoria Galvan	Psychologist
Pam Getz	Speech Pathologist
Theresa Thickens	Mental Health Specialist
Travis Hunt	CARE
Karen Villa*	RtI Specialist
Michelle Hawe	Intervention Provider
Sarah Liebman	Intervention Provider
TBD	Instructional Aid

*(*Lead Teacher)*

8.9.422

SECTION SEVEN: Safe School Plan

Component #1- People & Programs

- Glen Edwards Middle School had an attendance rate of 95.37% in 2012-13. Attendance is vitally important to the success of students. Positive attendance results in higher student achievement.
- Goal #1- Increase GEMS attendance rate to 95.87 in the 2013-14 school year.
- Goal #2- Reduce the number of truant students from 132 in 2012-13 by 10% in 2013-14 to 119 students.

Component #2- Physical Environment

- Cameras have reduced the amount of vandalism and graffiti incidents on campus.
- Install additional security cameras.

8.9.423

2013 - 2014

CRISIS RESPONSE PLAN

Western Placer Unified School District

and

Twelve Bridges Middle School

Reviewed by
Site Based Leadership Team

December 5, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

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

8.9.424

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Section 7	Site/DO Safe School Plan Data/Goals	53-57
	☐ Sites/District Office Add Their Data/Goals	

8.9.425

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- 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–Joshua 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 (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → 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)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →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. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

8.9.426

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
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. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

8.9.427

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine.[redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES	[redacted]	Security	2030 1st Street	645-6380
FSS	[redacted]	Security	1400 1st Street	645-6330
FRE	[redacted]	Fire	1561 Joiner Parkway	434-5255
FRE	[redacted]	Security		
LCE	[redacted]	Fire	635 Groveland Lane	434-5292
LCE	[redacted]	Security		
SES	[redacted]	Security	4730 H Street	(530)633-2591
TBE	[redacted]	Fire	2450 Eastridge Drive	434-5220
TBE	[redacted]	Security		
GEMS	[redacted]	Security	204 L. Street	645-6370
TBM	[redacted]	Fire	770 Westview Drive	434-5270
TBM	[redacted]	Security		
LHS	[redacted]	Fire	790 J Street	645-6360
LHS	[redacted]	Security		
PHS	[redacted]	Security	870 J Street	645-6395
Bus	[redacted]	Fire	2705 Nicolaus rd.	645-6373
Bus	[redacted]	Security		
ODO	[redacted]	Security	810 J. Street	434-5000
NDO	[redacted]	Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

8.9.428

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)**

89.429

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (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 & I 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- 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
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

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

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy 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	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

8.9.430

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

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.

8.9.431

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

8.9.432

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.

8.9.433

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

8.9.434

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

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

8.9.435

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)

8.9.436

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.

8.9.437

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest/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.

8.9.438

TRANSPORTAION
Responsibility Checklist

Mark DeRossett/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.

89.439

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

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.

8.9.440

PERSONNEL
Responsibility Checklist

Ryan Davis, Assistant Superintendent of Personnel Services

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.

8.9.441

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.

8.9.442

TECHNOLOGY
Responsibility Checklist

Bob Lyons

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.

8.9.443

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.

8.9.444

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.

8.9.445

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	– Assist at Sites

8.9.446

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

8.9.447

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

8.9.448

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 student 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.

8.9.449

SECTION THREE: 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	[redacted]
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

8.9.450

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

8.9.451

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.

8.9.452

EMERGENCY ALERT PROCEDURES

Office:

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 "111" [slowly]
E after hearing feedback on the receiver, begin message

Classrooms:

A Dial 200 to access the emergency phone

8.9.453

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.

8.9.454

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.

89.455

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.

89.456

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.

8.9.457

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

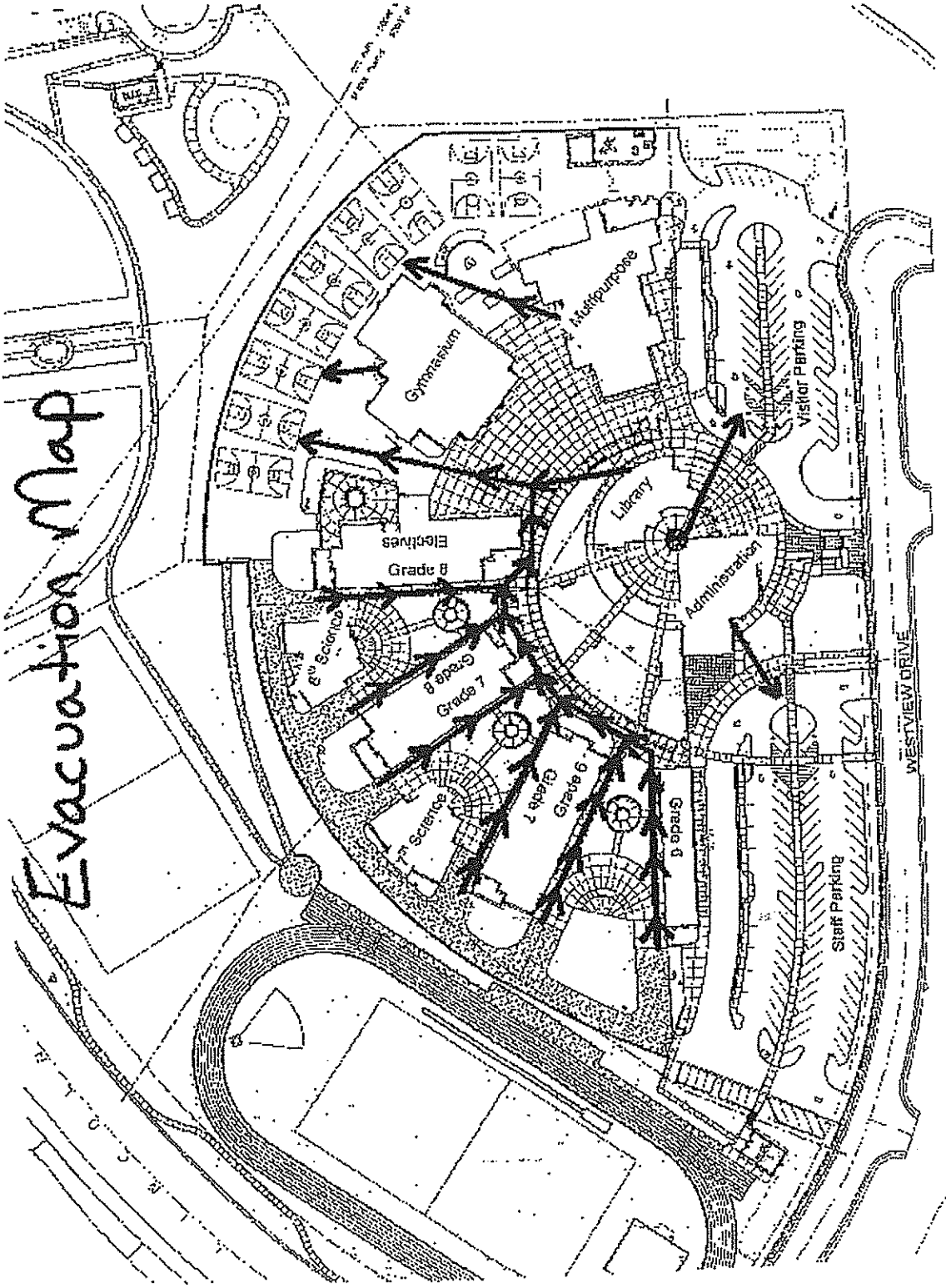
8.9.458

STUDENT SIGN OUT SHEET

STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME

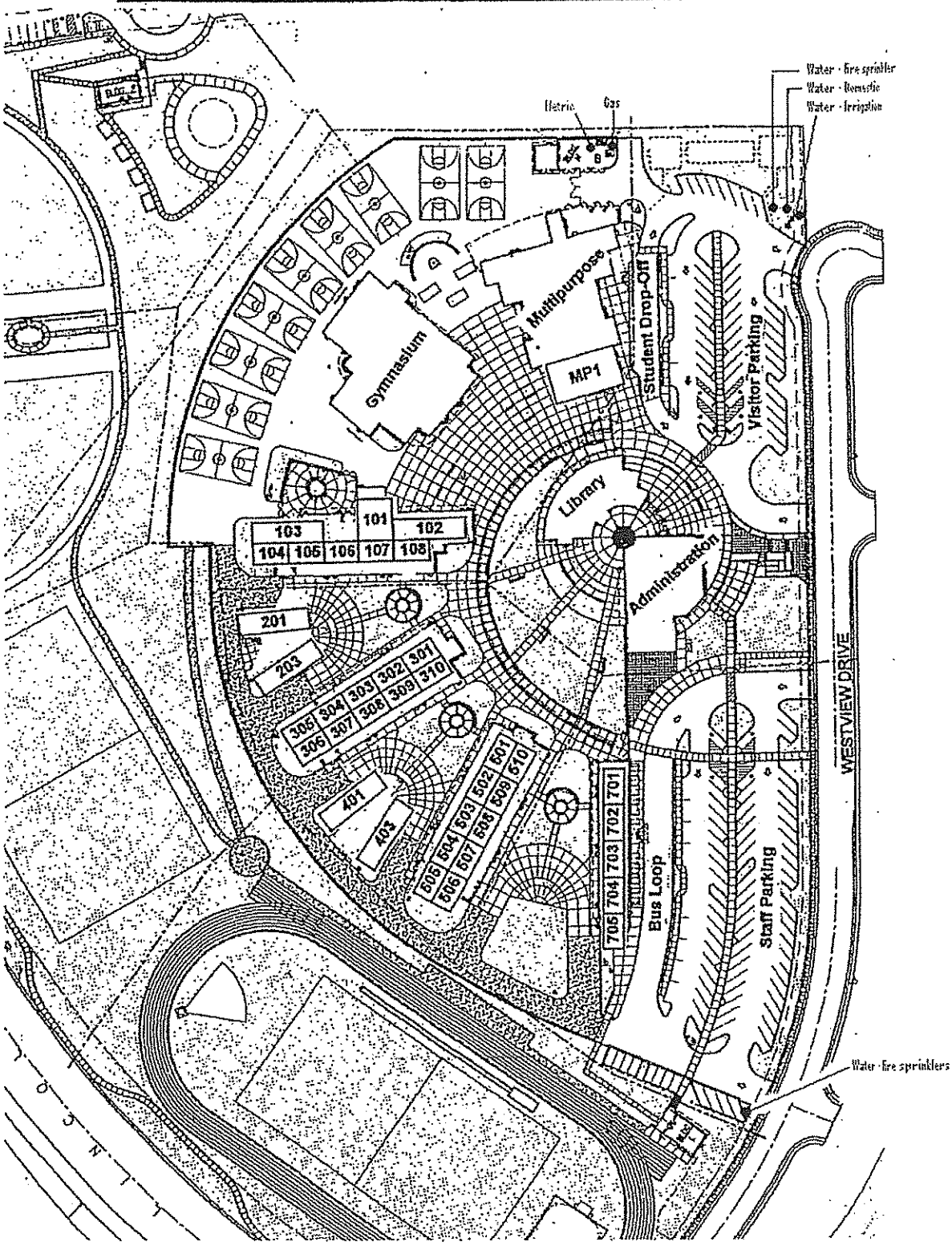
SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

89.459


Evacuation Map
Gymnasium
Multipurpose
Visitor Parking
Library
Administration
Eighties
Grade 8
Grade 7
Grade 6
Grade 8
Staff Parking
WESTVIEW DRIVE

8.9.460

TWELVE BRIDGES MIDDLE SCHOOL



8.9.461

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!

8.9.462

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)

89.463

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.

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 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.

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 giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

8-9-464

CRT End-of-Day Debrief
Agenda

- Include CRT members, site principal, 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 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
- 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 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 any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

89-465

Crisis Response Team Log

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

8.9.466

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)

8.9.467

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

8.9.468

Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
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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.

8.9.469

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

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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."

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• **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

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- 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,
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SECTION SIX: Personnel Information

Name:	Home:	Cell:	To be called by:
Daniela Thompson		[redacted]	
Randy Woods		[redacted]	Daniela
Janene Malatesta	[redacted]	[redacted]	
Jim Houck		[redacted]	
Jessica Rogers		[redacted]	
Dave Baker		[redacted]	Randy
Pat McAdam		[redacted]	
Krystal Arnold	[redacted]	[redacted]	
Jen Hladun		[redacted]	
Traci Jensen	[redacted]	[redacted]	
Lora Geist	[redacted]	[redacted]	Janene
Marcella Huttie		[redacted]	
Kathleen Hart		[redacted]	
Cheryl Harrison			
Marcie Petersen	[redacted]	[redacted]	
Kory Fink		[redacted]	
Dana Silvas		[redacted]	
Pam Getz		[redacted]	
Denise Alves	[redacted]	[redacted]	
Dawn Simpson	[redacted]	[redacted]	
Nathan Brown		[redacted]	Dave Baker
Ray Gonzales	[redacted]	[redacted]	
Todd Boynton		[redacted]	
April Davenport	[redacted]	[redacted]	
Kim Moss	[redacted]	[redacted]	
Charles Haddox		[redacted]	Jim Houck
Darlene Wenger		[redacted]	
Carol Cummings		[redacted]	
Julie Repec		[redacted]	
Diane Cuneo		[redacted]	
Jamie Dowler	[redacted]	[redacted]	
Robin Reynolds		[redacted]	
Numbers are area code (916) unless otherwise noted			

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Name:	Home:	Cell:	To be called by:
JoAnn Kight		[redacted]	Krystal
Dawn McKinney	[redacted]	[redacted]	
Chris McKay		[redacted]	
Kent/Cindy Cygan	[redacted]	[redacted]	
Kate Hill		[redacted]	
Geni Atkinson	[redacted]	[redacted]	
Eileen Binning		[redacted]	
Pam Johnson	[redacted]	[redacted]	Jen Hladun
Gina Ford		[redacted]	
Jennifer Chandler	[redacted]		
Robert Arosteguy	[redacted]	[redacted]	
Jessica McClanahan	[redacted]	[redacted]	
Mark Weber		[redacted]	
Lori Young	[redacted]	[redacted]	
Danielle O'Malley	[redacted]	[redacted]	
Courtney Amalong		[redacted]	Traci Jensen
Ben Volmer		[redacted]	
Laura Mosbacher		[redacted]	
Karina Sofia		[redacted]	
Erik Bost	[redacted]		
Mary Jane Masys		[redacted]	
Rachel Scontriano	[redacted]	[redacted]	Pat McAdam
Cat Pfitzer		[redacted]	
Beth Oneto	[redacted]	[redacted]	
Imelda Davila		[redacted]	
Elaine Borba	[redacted]	[redacted]	
Delores Reyes		[redacted]	
Theresa Palos	[redacted]	[redacted]	
Angie Seay	[redacted]	[redacted]	
Janice Giorgi	[redacted]	[redacted]	
Ellie Martinez-Talley		[redacted]	
Amber Sanderson		[redacted]	
Theresa Drahos		[redacted]	

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SECTION SEVEN: TBMS Safe School Plan

Action Plan for Component 1: Personal Characteristics of Staff and Students

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 825, which is a little less than last school 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 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:**
   - 2013-2014 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.

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Action Plan for Component 2: School's Physical Environment

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.

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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:**
   - 2013-2014 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

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 administrative team provides 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.

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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:**
   - 2013-2014 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

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 California State Standards. Students and staff want and expect class time to be used efficiently.

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Areas of Concern

1. The school climate: bullying/intimidation, gang related activity, verbal abuse, teasing and exclusion.
2. Educating students/families of the Common Core State 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:**
   - 2013-2014 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:**
   - 2013- 2014 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

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