

**2015 – 2016
COMPREHENSIVE
SCHOOL SITE
SAFETY PLAN**

CRISIS RESPONSE PLAN

For

**Western Placer Unified
School District**

and

Sheridan Elementary

**Reviewed by Site Council
(11/10/2015)**

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

Table of Contents

SECTION ONE: ASSIGNMENT AND DUTIES	4
ESSENTIAL TELEPHONE NUMBERS	5
ACCESSING ALARM ACCOUNT HISTORY:	6
USING RADIOS AND CHANNEL INFORMATION	7
OTHER DISTRICT PROGRAMS:	8
DISTRICT OFFICE EXTENSIONS	9
DISTRICT ADMINISTRATOR	10
DISTRICT OFFICE LIAISON	11
SITE LEADER - PRINCIPAL	12
SITE COORDINATOR	13
DESIGNATED SECONDARY PERSON	14
TEACHERS	15
COMMUNITY LIAISON	16
CRISIS RESPONSE TEAM	17
TRANSPORTAION	17
MAINTENANCE/FACILITIES	18
PERSONNEL	18
COMMUNICATION	19
TECHNOLOGY	20
DISTRICT NURSE	20
TRANSLATION	21
SECTION TWO: Evacuation Information	22
OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES	22
CRISIS EVACUATION OFF-CAMPUS SITES	22
EVACUATION OF CAMPUS	24
SECTION THREE: Local Emergency Services	26
INCIDENT REPORTING AND	27
INITIAL EMERGENCY PROCEDURES	27
EMERGENCY ALERT PROCEDURES	30
FIRE	30
EARTHQUAKE	32
RETURN TO BUILDING	33
LOCK DOWN	34

SHELTER IN PLACE.....	35
STUDENT SIGN OUT SHEET	36
CRISIS RESPONSE - SUICIDE	38
SOME PHENOMENA OF DECISION MAKING UNDER STRESS.....	38
SECTION FIVE: News Media Resources.....	40
PREPARING TO HANDLE THE NEWS MEDIA DURING A CRISIS.....	40
MANAGING THE NEWS MEDIA.....	42
LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER	45
SECTION SIX: Personnel Information.....	46
SECTION SEVEN: Site/DO Safe School Plan Data/Goals	47

SECTION ONE: ASSIGNMENT AND DUTIES

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	By Site - Name/Cell CCC – Shamryn Coyle- [REDACTED] COES –Scott Pickett- [REDACTED] FSS – Ruben Ayala- [REDACTED] FRES–Kelly Castillo- [REDACTED] LCES–Mark Rodriguez- [REDACTED] SES – John Kovach- [REDACTED] TBE–Rey Cubias - [REDACTED] GEMS – Stacey Brown- [REDACTED] TBMS–Randy Woods- [REDACTED] LHS – Jay Berns- [REDACTED] PHS – Chuck Whitecotton- [REDACTED]	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 – [REDACTED] COES – Emily Coffee [REDACTED] FSS – Bill Justice – [REDACTED] FRES – D.Burbage-Macaluso [REDACTED] LCES – Pam Soha- [REDACTED] SES – Karen Roberts – [REDACTED] TBES – Jeanine Troxel [REDACTED] GEMS – Josh O’Geen [REDACTED] TBMS – Randy Woods [REDACTED] LHS – Vicki Eutsey – [REDACTED] PHS – Mike Maul – [REDACTED]	Site Principal → Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman → Site Principal → Site Coordinator
District Office Liaison (Communicates to Depts./Sites)	Audrey Kilpatrick, Asst. Supt. (Remains at DO)	Kerry Callahan → District Office → Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman → LPD, etc.
Crisis Response Team (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors → Staff/Students	Kerry Callahan → Susan Watkins → School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Curtis Stizzo, Maintenance	Mike Adell & Curtis Stizzo → Maintenance personnel as needed
Personnel (Provides Info as Needed)	Gabe Simon, Asst. Supt.	Gabe Simon → Kari O’Toole/Melissa Ramirez
Communication (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Curtis Stizzo → Maintenance
Technology (Provides technological support)	Kerry Callahan → Tsugufumi Furuyama	Tsugufumi Furuyama → Aaron Newman → Joe Ross
Translation (Provides translation as needed)	Kerry Callahan → Ramey Dern	Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Kathleen Dano	Jessica Rogers & Kathleen Dano → Clerks/Clerk II’s

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt.	916-645-6350	916-645-6356	[REDACTED]	
DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt.	916-645-6350	916-645-6356	[REDACTED]	
COMMUNITY LIAISON Scott Leaman, Supt	916-645-6350	916-645-6356	[REDACTED]	
PERSONNEL Gabe Simon, Asst. Supt.	916-645-5293	916-645-6348	[REDACTED]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Curtis Stizzo	916-434-5000 916-434-7268 916-645-5100	916-645-6582	[REDACTED]	
TRANSPORTATION Mark DeRossett Kate Johnson	916-645-6346 916-645-5171	916-434-3758	[REDACTED]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		<u>Alarm Shut-Off Info.</u> [REDACTED]
TECHNOLOGY Tsugufumi Furuyama Aaron Newman Joe Ross	916-645-5715 916-645-4017 916-645-6394		[REDACTED]	
CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	916-645-6350 916-645-4078	916-645-6356	[REDACTED]	[REDACTED]
NURSING Kathleen Dano Jessica Rogers	916-645-6360 916-434-5270		[REDACTED]	
TRANSLATION Ramey Dern Maria Gonzalez Rosemary Knutson Melissa Ramirez	916-645-6350 916-645-6350 916-645-6350 916-645-5293		[REDACTED]	

ACCESSING ALARM ACCOUNT HISTORY:

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

The account numbers are as follows:

Site	Code	Type	Address	Phone #
CCC	[REDACTED]	SECURITY	150 E. 12 th Street	916-645-6390
COES	[REDACTED]	SECURITY	2030 1 st STREET	916- 645-6380
FSS	[REDACTED]	SECURITY	1400 1 st STREET	916-645-6330
FRE	[REDACTED]	FIRE	1561 JOINER PWY	916-434-5255
FRE	[REDACTED]	SECURITY	1561 JOINER PWY	916-434-5255
LCE	[REDACTED]	FIRE	635 GROVELAND	916-434-5292
LCE	[REDACTED]	SECURITY	635 GROVELAND	916-434-5292
SES	[REDACTED]	SECURITY	4730 H STREET	530-633-2591
TBE	[REDACTED]	FIRE	2450 EASTRIDGE DR	916-434-5220
TBE	[REDACTED]	SECURITY	2450 EASTRIDGE DR	916-434-5220
TBM	[REDACTED]	FIRE	770 WESTVIEW DR.	916-434-5270
TBM	[REDACTED]	SECURITY	770 WESTVIEW DR.	916-434-5270
LHS	[REDACTED]	FIRE	790 J STREET	916-645-6360
LHS	[REDACTED]	SECURITY	790 J STREET	916-645-6360
PHS	[REDACTED]	SECURITY	870 J STREET	916-645-6395
BUS	[REDACTED]	FIRE	2705 NICOLAUS	916-645-6373
BUS	[REDACTED]	SECURITY	2705 NICOLAUS	916-645-6373
ODO (old DO)	[REDACTED]	SECURITY	810 J STREET	916-434-5000
DISTRICT OFFICE	[REDACTED]	SECURITY	600 SIXTH STREET	916-645-6350

TO PLACE YOUR CAMPUS ON TEST:
 CALL IFS MONITORING STATION @ [REDACTED]
 GIVE THEM THE CORRECT ACCOUNT NUMBER OR ADDRESS OF SCHOOL
 IF ASKED FOR A PASSWORD [REDACTED]

USING RADIOS AND CHANNEL INFORMATION

October 1, 2014

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

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

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

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

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

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

Ch. 1 Emergency only

Ch. 2 Transportation

Ch. 3 Maintenance

...

Ch 4 Food Services

Ch 5 Twelve Bridges M.

Ch 6 Sheridan

Ch 7 Creekside Oaks

Ch 8 CC Coppin

Ch 9 First Street School

Ch 10 Glen Edwards

Ch 11 Phoenix High

Ch 12 Lincoln High

Ch 13 Foskett Ranch

Ch 14 Twelve Bridges E

Ch 15 Lincoln Crossing

Ch 16 CARE (after-school)

OTHER DISTRICT PROGRAMS:

CARE (After School Program)		TECHNOLOGY	916- 434-3737
Abigail Castillo, Director	██████████	Tsugufumi Furuyama	██████████
	916-645-5135 (office)	Aaron Newman	██████████
FSS-Office	916-434-5038	Joe Ross	██████████
	██████████	Chuck Youtsey	██████████
GEMS Office	916-645-4020		██████████
	916-645-4017	Gordon West	██████████
SES- Room 8	530-633-8119		██████████
		Kevin Perry	██████████
HEAD START PRESCHOOL			██████████
CCC	916-645-1051		
Infant/Toddler Center (PHS)	916-434-3705		
	916-434-3706 (fax)		
PCOE PRESCHOOL			
1 ST AND L	916-645-1772		
SES	530-633-9640		
CCC	916-645-6390 ext.37		
STAR		STAR	
COES	916-434-8085	TB	916-434-6542
LCE	916-409-0797	FRE	916-434-5884
FRES PRESCHOOL	916-632-8417		
CAFETERIA		CAFETERIA	
GEMS – Food Director	916-645-6373	LHS – Dawn	916-645-6365
CCC – Kitchen	916-645-6392	Cafeteria Clerk	916-645-6375
GEMS – Cafeteria Clerk	916-645-4054	FSS Cafeteria Clerk	916-434-7283
TBE – Cafeteria Clerk	916-434-5212	TBM – Cafeteria Clerk	916-434-5269
LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER	916-645-3300 916-434-3735 (fax)		

DISTRICT OFFICE EXTENSIONS

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

DISTRICT ADMINISTRATOR

Responsibility Checklist

Superintendent Leaman/Assistant Superintendent Callahan

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

CONFIRM FACTS

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

**DISTRICT OFFICE LIAISON
Responsibility Checklist**

Assistant Superintendent, Audrey Kilpatrick

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

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

SITE LEADER - PRINCIPAL **Responsibility Checklist**

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

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

**SITE COORDINATOR
(Task Master)
Responsibility Checklist**

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

Basic Duties: Coordinate all activities at the incident site.

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

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

Site	Name	Cell#
CCC	Lore Deschamps	
COES	Annie Larsen	
FSS	Norma Lazaro	
FRE	Katrina Modellmog	
LCE	Irma Balonek	
SES	Mike Maul	
TBES	Corie Volmer	
GEMS	Debra Morrison	
TMBS	Todd Boynton	
LHS	Barbara Green	
PHS	Clint Nelson	

TEACHERS

Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

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

Evacuation (Fire, Bomb Threat or Off-Campus)

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

Teachers on prep period

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

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON Responsibility Checklist

Superintendent, Scott Leaman

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

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

CRISIS RESPONSE TEAM Responsibility Checklist

Susan Watkins
Amy Pettersen

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

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

- 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.

TRANSPORTATION Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

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

MAINTENANCE/FACILITIES Responsibility Checklist Curtis Stizzo - Maintenance Mike Adell - Facilities

Basic Duties: Provide all necessary support as deemed appropriate

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

PERSONNEL Responsibility Checklist

Gabe Simon, Assistant Superintendent of Personnel

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

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

COMMUNICATION Responsibility Checklist

Curtis Stizzo

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

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

TECHNOLOGY
Responsibility Checklist

Tsugufumi Furuyama

Basic Duties: Provide access to electronic communications services.

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

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Kathleen Dano R.N.

Basic Duties:

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

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

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

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

SECTION TWO: EVACUATION INFORMATION

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	New Administrative Office Area - [REDACTED] [REDACTED] Old Office Administrative Office Area - [REDACTED]	Fine Arts Theater - [REDACTED] New Gym/Old Gym - [REDACTED]
Glen Edwards Middle School	School Office & Staff Room - [REDACTED] Room 20/21- [REDACTED]	Multi Purpose Room - [REDACTED] Classroom Holding Areas - [REDACTED]
Creekside Oaks Elementary School	Administrative Building/School Office - [REDACTED] Library - [REDACTED]	Classroom Holding Areas - [REDACTED] Community Center - [REDACTED]
Carlin C. Coppin Elementary School	Main Office Complex - [REDACTED] Extension Classroom Unit III - [REDACTED]	Classroom Holding Areas - [REDACTED] Multi Purpose Room - [REDACTED]
Sheridan School	School Office - [REDACTED] Staff Room - [REDACTED]	Classroom Holding Areas - [REDACTED] Multi Purpose Room - [REDACTED]
Phoenix High School	Office Complex - [REDACTED] Infant Care Center - [REDACTED]	Classroom Holding Areas - [REDACTED] Infant Care Center - [REDACTED]
First Street School	Office Complex - [REDACTED] Library - [REDACTED]	Classroom Holding Areas - [REDACTED] Multi/Café - [REDACTED]
Twelve Bridges Elementary School	Office - [REDACTED] Library - [REDACTED]	Classroom Holding Areas - [REDACTED] Multi Purpose Room - [REDACTED]
Foskett Ranch Elementary School	Office - [REDACTED] Library - [REDACTED]	Classroom Holding Areas - [REDACTED] Multi Purpose Room - [REDACTED]
Twelve Bridges Middle School	Office - [REDACTED] Library - [REDACTED]	Classroom Holding Areas - [REDACTED] Gymnasium - [REDACTED] wo
Lincoln Crossing Elementary	Office - [REDACTED] Library - [REDACTED]	Classroom Holding Areas - [REDACTED] Multi Purpose Room - [REDACTED]
District Office	Zebra Room - [REDACTED] Lincoln High School - [REDACTED]	N/A - Assist at Sites

CRISIS EVACUATION OFF-CAMPUS SITES

From	To
Carlin C Coppin Elementary	Lincoln High School
Creekside Oaks Elementary	Lincoln High School
Sheridan Elementary	Stewart Hall/Lincoln High School
Glen Edwards Middle School	Lincoln High School
Phoenix High School	Glen Edwards Middle School
Lincoln High School	Glen Edwards Middle School
First Street School	Creekside Oaks Elementary
Twelve Bridges Elementary	Twelve Bridges Middle School
Foskett Ranch Elementary	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elementary
Lincoln Crossing Elementary	Creekside Oaks Elementary
District Office	Lincoln High School

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

EVACUATION OF CAMPUS

Things to Grab:

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

Evacuation Boxes:

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

Instructions in Each Evacuation Box:

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

Student Waiting Area:

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

Student Release Area:

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

Students Riding Buses:

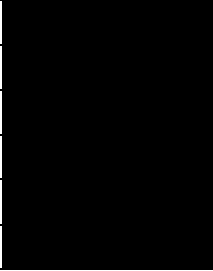
- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

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

SECTION THREE: LOCAL EMERGENCY SERVICES

LOCAL EMERGENCY SERVICES

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

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

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

Individual with firearm-adult or student

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

Attempted kidnapping

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

Serious Injury

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

Death of student (off campus)

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

Death of student (on campus)

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

Death of employee

- Same as above

Fire

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

Earthquake

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

Rumors of Trauma, Injury, Accident or Death

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

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

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

Violent Student

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

Student Behavior Crisis

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

Student Seizure (Medical)

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

Bomb Threat/Suspicious Object

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

EMERGENCY ALERT PROCEDURES

Office ----

In order to access communication with **all rooms and outside** on campus using the office phone system,

- A pick up the receiver
- B press [REDACTED]
- C press [REDACTED]
- D press [REDACTED]
- E after hearing feedback on the receiver, begin message

Classrooms ----

- A Dial [REDACTED] to access the emergency phone

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or
Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

Call 911 if safe to do so with specific details of the fire (add number).
2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
 - a evacuate the classroom
 - b walk to the predetermined location
 - c wait without talking for instruction from the teacher
3. Upon hearing the fire alarm, the teacher will:
 - a secure the emergency bag and emergency list
 - b close and lock all doors and windows to the classroom (time and safety permitting)
 - c escort students from the room
 - d maintain control of students during the evacuation
 - e take roll of students once class has arrived at the pre-determined location
 - f await further direction
4. In the event that the procedure is a drill or the emergency is over, an “all clear” announcement will be broadcast.

EARTHQUAKE

In the event of an earthquake,

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

RETURN TO BUILDING

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

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

LOCK DOWN

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

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

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

SHELTER IN PLACE

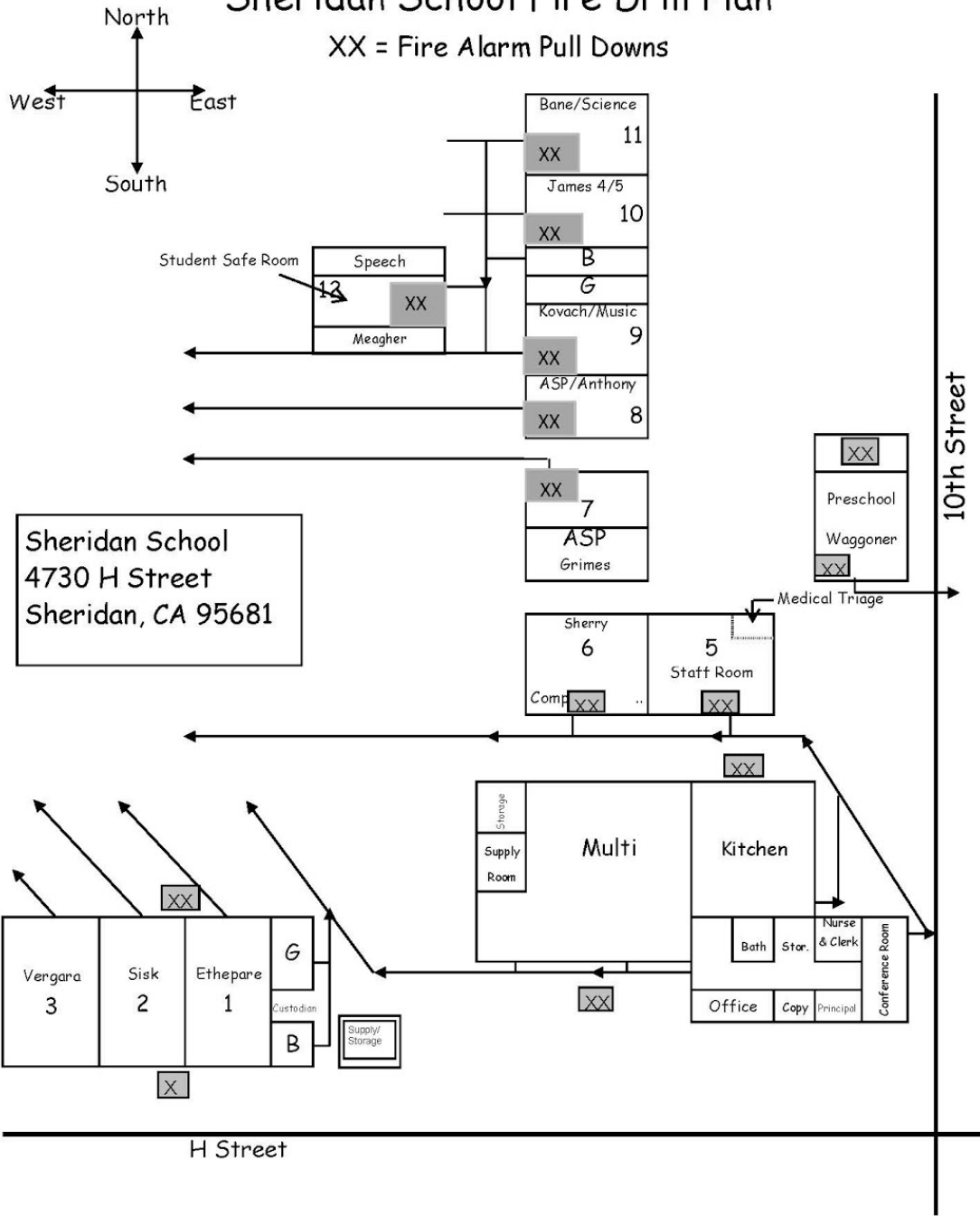
In the event that it becomes necessary to secure the building with the students remaining inside:

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

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

Sheridan School Fire Drill Plan

XX = Fire Alarm Pull Downs



CRISIS RESPONSE - SUICIDE

Immediate Response

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

Inform the District Superintendent of the death.

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

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

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

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

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

Principal notifies affected families.

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

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

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

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

ION 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

SECTION FIVE: NEWS MEDIA RESOURCES

PREPARING TO HANDLE THE NEWS MEDIA DURING A CRISIS

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

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

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

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

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

THE BEST PREPARATION - HAVE A PLAN.

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

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

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

Establish a Crisis Communications Team

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

Develop a Crisis Communications Plan

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

Conduct Crisis Media/Message Training Sessions for the Crisis Team

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

Review and Update the Plan Periodically

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

CRISIS CHECKLIST: ACTION STEPS

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

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

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

MANAGING THE NEWS MEDIA

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

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

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

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

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

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.
- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

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

Responding to Negative Stories

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

Media Monitoring

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

THE ABC OF CRISIS COMMUNICATIONS

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

The As

- **Anticipation**

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

- **Agenda**

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

- **Accessibility**

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

The Bs

- **Brevity**

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

- **B.S.**

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

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

- **Bad News**

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

The Cs

- **Consistency**

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

- **Concern**

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

HANDLING UNEXPECTED MEDIA

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

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

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

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

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

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

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

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

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

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

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

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

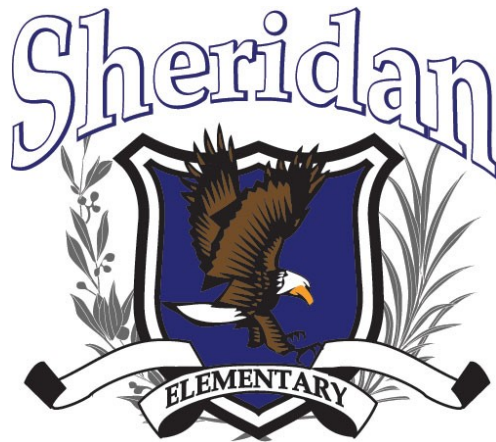
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SECTION SIX: PERSONNEL INFORMATION

Employee Name	Positon	Hours	Room	Certificated/Classified
Bane, Sheila	Science Teacher	██████████	█	Certificated
Anthony, Ashley	Inst. Aide	██████████	████	Classified
Boyd, Melody	Lead Cook	██████████	██████	Classified
Dano, Kathleen	Nurse	██████████	██████████	Classified
Eslinger, Michelle	Campus Supervisor	██████████	██████████	Classified
Etchepare, Laurel	Teacher - K/1	██████████	█	Certificated
James, Brenda	Teacher - 4/5	██████████	█	Certificated
Kovach, John	Principal/Music Teacher	██████████	██████	Certificated
Meagher, Wendy	Speech Teacher	██████████	█	Certificated
Olmos, Rochelle	Campus Supervisor	██████████	██████	Classified
Reilly, Karen	Clerk	██████████	████	Classified
Roberts, Karen	Secretary	██████████	████	Classified
Sherry, Karen	Library Tech	██████████	█	Classified
Vergara, Maribel	Inst. Aide	██████████	█	Classified
Wenger, Darlene	Custodian	██████████	██████	Classified
After School Program				
Grimes, Megan	ASP Facilitator	██████████	██████	Classified
Akers, Melissa	ASP Inst. Aide	██████████	██████	Classified
Jacob Tryon	Asp Inst. Aide	██████████	██████	Classified

SECTION SEVEN: SITE/DO SAFE SCHOOL PLAN DATA/GOALS

Safe School Plan
2014-2015



Developed By:

Chris Ladeas, Parent
Dawn Evans, Parent
Juan Muy, Parent
Amy Kuehl, Parent
Amy Crabtree, Parent

Laurel Etchepare, Teacher
Gaby Sisk, Teacher
Rochelle Olmos, Campus supervisor.
Karen Roberts, Secretary
John Kovach, Principal

Sheridan Elementary School
4730 H st.
Sheridan, Ca. 95681

Adopted by School Site Council: November 10, 2015

OVERVIEW

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

Sheridan Elementary Schools students in Kindergarten through fifth grade.

The ethnic make up for 2015-2016 is as follows:

- American Indian/Alaskan Native 3%
- Hispanic or Latino 34%
- White not Hispanic 59%
- Laotian 3%
- Did not state 1%

The uniqueness of students and staff is recognized and respected. Our school emphasizes excellence, innovation, and progress for all students in academic skills, citizenship, personal growth, and social development.

Component One: School Culture and Climate

Goal: Sheridan 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 STAR traits and positive character traits 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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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: 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.
- Sheridan Elementary School has a Child Abuse Reporting Procedure in place.
- District Nurse is on site one day a week or when needed.

Parent Support:

- Sheridan Elementary School involves parents as active participants in School Site Council, Parent Teacher Club, 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 night.
- Parents of at-risk students are notified about opportunities for support programs.
- Parents of students at-risk for retention will be notified at proper intervals per Board Policy.
- A phone and/or email broadcast to staff and families will be utilized to communicate any health/safety concerns or updates.

Staff Support:

- Staff development days focus on district and school goals and objectives, state standards, changing curriculum, changing student population, and specific needs of the student body.
- A referral system is in place to help students and families meet their needs. Referrals to support agencies, such as: Lighthouse, SARB, law enforcement agencies, or others 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) are emphasized and recognized in the classroom and at assemblies.
- First Aid/CPR training is offered annually to all staff members.
- PBIS team has created a plan for consistent school safety and behavior management. We now follow **STAR** rules: **S**afety First, **T**ry Your Best, **A**rrive Ready, **R**espect Self and Others
- Staff will document student concerns using the AERIES system to increase consistency and a collaborative approach to school-wide behavior management.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- District Psychologist is available 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; STAR cards that can be used in the STAR store on Fridays; monthly, trimester, and yearly Perfect Attendance recognition.
- We have begun implementation of our PBIS program which has built on the work of the BEST team. We use discipline 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.

Referral 1: 30 minute after school detention

Referral 2: Conference with parent and student.

Referral 3: Schedule Student Success Team (SST) Meeting. A one to five day suspension may be assigned.

** Consequence decided by principal on a case by case basis*

Suspension and Expulsion:

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

Governance Team:

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

Funds/Resources Needed to Support Implementation:

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

- Incentive programs are funded with site and Parent Teacher Club funds.
- Staff development and trainings are funded by site and district funds.
- PBIS is supported both by site & PTC funds for ongoing training, promotion, and positive rewards.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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
Identification of at risk students	On-going
Begin Intervention Services	As-Needed
Student Success Team Meets	On-going
Parent Notification of Retention	Trimester
Positive Recognition Awards	Weekly/Monthly

Component Two: The Physical Environment

Sheridan Elementary School is located in the Western Placer Unified School District. Its physical location is in Sheridan, approximately 9 miles north of Lincoln.

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.
- The school administrator works with the MAC Committee of Sheridan and Placer County Sheriff 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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Goal #2: The Sheridan Elementary School campus will remain a secure and safe environment.

Objectives:

- The campus is closed. Perimeter gates are locked each day, except for the front, main gate.
- Visitors must sign in and receive a visitor's pass before they can be on campus.
- Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down/Shelter in Place, earthquake, fire and evacuation procedures are in place.
- Main entry and exit points are monitored closely by school staff.
- Surveillance cameras on campus monitor activities on the playground areas.
- There is supervision during recesses and high traffic areas.
- Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office. Volunteer list is updated and monitored regularly for accuracy.
- School administration is working with the district office and local community to add additional surveillance cameras to the school site.

Student Support:

- Inappropriate behavior is addressed immediately and tracked through Aries discipline tracking.
- Staff monitors the loading/unloading of cars and student arrival/departures before and after school.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.
- Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lockdown drills are practiced annually; Shelter in Place procedures are communicated, if a situation arises.
- Procedures are in place for student evacuation in alignment with local law enforcement.

Parent Support

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

Staff and Site Support

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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Governance Team:

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

Funds/Resources Needed to Support Implementations:

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

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

Evaluation:

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

On Campus Evacuation Locations:

- Primary: Far side of the blacktop near the playground area.
- Alternate: parking lot in front of the school, Stewart Hall will be utilized depending on where the emergency/fire is located.

Off Campus Evacuation Sites:

- Primary: *Stewart Hall*
- Alternate: *Lincoln High School*

Lock Down:

- Doors locked and windows/blinds closed
- Lights off
- Students on the floor - Room is quiet
- Calls will be made from the office into classrooms to determine if all students are present.
- Parents should be notified following the resolution of the lock-down

Shelter In Place:

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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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 takesplace

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
-