

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

2017 – 2018
COMPREHENSIVE SCHOOL
SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For

**Western Placer Unified
School District
and**

Glen Edwards Middle School

Reviewed by Site Council

11/7/2017

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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Table of Contents

| | | |
|----------------------------|---|----------|
| District Phone Tree | | i |
| Section 1 | Assignments, Duties, Contacts & Phone Numbers | 3 – 14 |
| | □ Alarm Shut-Off Information | 5 |
| | □ Using Radios – Channel Info | 6 |
| Section 2 | Evacuation Information | 15 – 26 |
| | □ Off-Site Evacuation Locations | 25 |
| Section 3 | Local Emergency Services | 28 |
| Section 4 | Incident Reporting & Initial Emergency Procedures | 29 - 44 |
| | □ Strangers, Firearms, Attempted Kidnapping | 28 |
| | □ Serious Injury, Death | 29 |
| | □ Fire, Earthquake, Rumors, Adult Altercations | 31 |
| | □ Mountain Lion/Predators, Violent Student | 31 |
| | □ Student Behavior Crisis, Seizure (Medical) | 31 |
| | □ Bomb Threat/Dangerous Object | 32 |
| | □ Emergency Alert – General Alert | 33 |
| | □ Fire | 34 |
| | □ Earthquake | 35 |
| | □ Return to Building | 36 |
| | □ Lockdown | 37 |
| | □ Shelter in Place | 38 |
| | □ Student Sign Out Sheet (if needed) | 39 |
| | □ Site Map – Fire Drill | 40 |
| | □ Suicide Response | 41 |
| Section 5 | News Media Resources | 42 - 48 |
| Section 6 | Site/DO Personnel Directory | 49 |
| | □ Sites/District Office Add Their Directories | |
| Section 7 | Site/DO Safe School Plan Data/Goals | 50 |
| | □ Sites/District Office Add Their Data/Goals | |

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

SECTION ONE: Assignment and Duties

| ROLE | NAME | CHAIN |
|--|--|---|
| Site Leader – Principal (Oversees ENTIRE Situation) | By Site - Name/Cell CCC – Shamryn Coyle ██████████ COES –Reno Penders ██████████ FSS – Ruben Ayala- ██████████ FRES–Kelly Castillo- ██████████ LCES–Jennifer Hladun ██████████ SES – Emily Ortiz ██████████ TBE–Rey Cubias ██████████ GEMS – Stacey Brown- ██████████ TBMS–Randy Woods ██████████ LHS – Jay Berns- ██████████ PHS – Chuck Whitecotton ██████████ | 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 – Lori Deschamps ██████████ COES – Michelle Rowe ██████████ FSS – Bill Justice – ██████████ FRES – D.Burbage-Macaluso ██████████ LCES – Pam Soha- ██████████ SES – Karen Roberts – ██████████ TBES – Cindy Hoo ██████████ GEMS – Josh O’Geen ██████████ TBMS – Randy Woods ██████████ LHS – Vicki Eutsey – ██████████ PHS – Tracy Gruber ██████████ | 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 & Stan Brandl, Maintenance | Mike Adell & Stan Brandl→ Maintenance & Facilities 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 | Stan Brandl→Maintenance |
| Technology (Provides technological support) | Kerry Callahan → Tsugufumi Furuyama | Tsugufumi Furuyama → Kevin Perry → Aaron Dirks |

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

| | | |
|--|---|--|
| Translation (Provides translation as needed) | Kerry Callahan → Rosemary Knutson | Rosemary Knutson → Maria Gonzalez |
| Nursing (Provides Medical Support) | Kerry Callahan → Madeleine Belfroid-Duimstra & Tiffany McEntire | Madeleine Belfroid-Duimstra & Tiffany McEntire → Clerks/Clerk II's |

ESSENTIAL TELEPHONE NUMBERS

| | Telephone # | Fax # | Cellular # | Other # |
|--|--|--------------|--|---|
| DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt | 916-645-6350 | 916-645-6356 | ██████████ | |
| DISTRICT OFFICE LIAISON Kerry Callahan, Asst. Supt. | 916-645-6350 | 916-645-6356 | ██████████ | |
| COMMUNITY LIAISON Scott Leaman, Supt | 916-645-6350 | 916-645-6356 | ██████████ | |
| PERSONNEL Gabe Simon, Asst. Supt. | 916-645-5293 | 916-645-6348 | ██████████ | |
| MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Mike Adell Stan Brandl | 916-434-5000 916-434-7268 916-645-5100 | 916-645-6582 | ██████████ ██████████ ██████████ | |
| TRANSPORTATION Mark DeRossett Kate Johnson | 916-645-6346 916-645-5171 | 916-434-3758 | ██████████ ██████████ | |
| INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode | 530-637-5322 866-952-6840 866-952-6840 | 530-637-5299 | | <u>Alarm Shut-Off Info.</u> ██████████ ██████████ |
| TECHNOLOGY Tsugufumi Furuyama Kevin Perry Aaron Dirks | 916-645-5715 916-587-2600 916-434-3737 | | ██████████ ██████████ ██████████ | |
| FOOD SERVICE Christina Lawson Liz Tofft | 916-645-6373 916-645-6373 | | ██████████ | |
| CRISIS RESPONSE Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado | 916-645-6350 916-645-4078 916-434-5220 | 916-645-6356 | ██████████ ██████████ ██████████ ██████████ ██████████ | ██████████ ██████████ ██████████ |
| NURSING Tiffany McEntire Madeleine Belfroid-Duimstra | 916-645-6360 916-645-6350 | | ██████████ ██████████ | |
| TRANSLATION Maria Gonzalez Rosemary Knutson Melissa Ramirez | 916-645-6350 916-645-6350 916-645-5293 | | ██████████ ██████████ ██████████ | |

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

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, "[REDACTED]". Left click on that tab. All recent events will be listed.

The account numbers are as follows:

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

*OLD DISTRICT OFFICE
+NEW DISTRICT OFFICE

TO PLACE YOUR CAMPUS ON TEST:
CALL IFS MONITORING STATION @ [REDACTED]

IF ASKED FOR A PASSWORD, [REDACTED]

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Using Your ICOM or KENWOOD Radio
October 1, 2014

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

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

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

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

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

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

Ch. 1 Emergency only

Ch. 2 Transportation

Ch. 3 Maintenance

Ch 4 Food Services

Ch 5 Twelve Bridges M.

Ch 6 Sheridan

Ch 7 Creekside Oaks

Ch 8 CC Coppin

Ch 9 First Street School

Ch 10 Glen Edwards

Ch 11 Phoenix High

Ch 12 Lincoln High

Ch 13 Foskett Ranch

Ch 14 Twelve Bridges E

Ch 15 Lincoln Crossing

Ch 16 CARE (after-school)

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

CARE (After School Program)

Abigail Castillo, Director [REDACTED]
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

PCOE 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

Tsugufumi Furuyama [REDACTED]
645-5175 (office)
Kevin Perry [REDACTED]
916-587-2600 (office)
Aaron Dirks [REDACTED]
Chuck Youtsey 434-3737
[REDACTED]
Gordon West 201-9282
[REDACTED]
Kevin Kabkeo [REDACTED]
Gabe Cruz [REDACTED]

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300

Fax – 434-3735

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

DISTRICT OFFICE EXTENSIONS

| | | | |
|---------|--|---------|---|
| 101 | Rebecca Rosales-Wilhelm, District Office Clerk | 122 | Tammy Sommer, Account Technician |
| 102 | Emma Oehler, District Office Clerk | 123 | Bonnie Pellow, Account Technician |
| 103 | | 124/125 | |
| 104 | Rosemary Knutson , Superintendent Secretary | 126 | Debbie McKinnon, Payroll Technician |
| 105/106 | Scott Leaman, Superintendent | 127 | Rhia Zinzun, Payroll Technician |
| 107 | Kerry Callahan, Asst. Supt. Educational Services | 128 | Melissa Ramirez, Personnel Technician |
| 108 | Maria Gonzalez, Admin Assist Ed. Services | 129 | Kari O'Toole, Personnel Technician |
| 109 | Audrey Kilpatrick, Asst. Supt. Business | 130 | |
| 110 | Carrie Carlson, Dir. of Business | 131 | Mike Adell, Director of Facilities |
| 111 | Scott Pickett, Director of Educational Services | 133 | |
| 112 | Gabe Simon, Asst. Supt. of Personnel Services | 134 | Brooke Barker, Personnel Admin. Asst. |
| 113 | | 135 | |
| 114 | Amy Petterson, Sp.Ed. Program Specialist | 137 | Brooke Barker, Business Admin. Asst. |
| 115 | Kathleen Leehane, Dir. of Supp. Programs | 138 | Evelyn Keaton, Account Technician |
| 116 | Susan Watkins, Dir. of Special Education | 142 | Hannah Ritchie, Facilities Coordinator |
| 117 | Diane Metzelaar, Secretary Special Education | 144 | |
| 118 | Olivia Mendez, Special Ed. Clerk | 145 | |
| 121 | Stacie Wyatt, Account Technician | 146 | Stacy Barsdale, Sp.Ed. Program Specialist |

**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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- 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 CRISIS RESPONSE PLAN
Western Placer Unified School District

**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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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

CCC – Lori Deschamps – [REDACTED]
COES – Michelle Rowe [REDACTED]
FSS – Bill Justice [REDACTED]
FRES – Dan Burbage-Macalus [REDACTED]
LCES – Pam Soha [REDACTED]
SES – Karen Roberts [REDACTED]
TBES - Cindy Hood [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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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

| NAME | CELL # |
|--------------------------|------------|
| CCC – Teresa Avelar | ██████████ |
| COES – Annie Larsen | ██████████ |
| FSS – Norma Lázaro – | ██████████ |
| FRES – Katrina Moddelmog | ██████████ |
| LCES – Irma Balonek- | ██████████ |
| SES – Mike Maul – | ██████████ |
| TBES – Lili Paddeck | ██████████ |
| GEMS – Jenifer Freymond | ██████████ |
| TBMS – Todd Boynton | ██████████ |
| LHS – Barbara Green – | ██████████ |
| PHS – Clint Nelson – | ██████████ |

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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)

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**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, Sandi Miller, Ellie Martinez, Mayela Cerda-Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Desiree Derouin-St. John, Kimberly Tzikas, Tom Kelly, Mary Lou Resendes, Cleo Carrasco, Stevie Cristoso, Wendy Hollis, Misty Lacey-Alarcon

- 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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**MAINTENANCE/FACILITIES
Responsibility Checklist**

**Stan Brandl – Director of Maintenance
Mike Adell – Director of 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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**COMMUNICATION
Responsibility Checklist**

Stan Brandl – Director of Maintenance

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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

TECHNOLOGY
Responsibility Checklist

Tsugufumi Furuyama – Director of Technology

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 (PowerSchool)
- Assist with technology needs.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

**DISTRICT NURSE
Responsibility Checklist**

Tiffany McEntire - Nurse & Madeleine Belfroid-Duimstra - Nurse

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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

TRANSLATION

Responsibility Checklist

Rosemary Knutson/Maria Gonzalez/Melissa Ramirez

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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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] 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] |
| 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 Coppin School | [REDACTED] |
| Creekside Oaks School | [REDACTED] |
| Sheridan School | [REDACTED] |
| Glen Edwards Middle | [REDACTED] |
| Phoenix High | [REDACTED] |
| Lincoln High School | [REDACTED] |
| First Street School | [REDACTED] |
| Twelve Bridges Elem. School | [REDACTED] |
| Foskett Ranch School | [REDACTED] |
| Twelve Bridges Middle School | [REDACTED] |
| Lincoln Crossing Elem. School | [REDACTED] |
| District Office | [REDACTED] |

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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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 |
| DAMIAN ARMITAGE, BOARD MEMBER | ██████████ |
| BRIAN HALEY, BOARD MEMBER | ██████████ |
| KRIS WYATT, BOARD MEMBER | ██████████ |
| PAUL CARRAS, BOARD MEMBER | ██████████ |
| PAUL LONG, BOARD MEMBER | ██████████ |
| GAYLE GARBOLINO-MOJICA, PCOE | ██████████ |
| KFBK | 916-924-3901 |
| KAHI | 530-888-6397 |
| TV 10 | 916-321-3300 |
| TV 3 | 916-444-7316 |
| TV 13 | 916-374-1300 |
| PGE | 1 (800) 468-4743 |
| | |

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

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

Individual with firearm-adult or student

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

Attempted kidnapping

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

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- 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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- 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.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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 [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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

FIRE

In the event of a fire:

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

Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

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

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

EARTHQUAKE

In the event of an earthquake,

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

RETURN TO BUILDING

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

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

LOCK DOWN

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

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

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

SHELTER IN PLACE

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

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

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

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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 _____

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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)

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

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
Jascalcal/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.

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

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.

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

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.

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

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.

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

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

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

- 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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DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

GLEN EDWARDS MIDDLE SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

2017-2018



**Western Placer Unified School District
Glen Edwards Middle School
204 L Street, Lincoln, Ca 95648
(916) 645-6370**

Stacey Brown, Principal
Josh O'Geen, Assistant Principal

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

SCHOOL MISSION STATEMENT

“GEMS's mission is to prepare all students for high school and beyond.”

COMMITTEE MEMBERS

| School Site Council or Delegated School Safety Planning Committee Members | Administrator | Classroom Teacher | Classified Employee | Parent |
|--|----------------------|--------------------------|----------------------------|---------------|
| Stacey Brown (Principal) | X | | | |
| Josh O'Geen (VP) | X | | | |
| Jessica Fernandez | | X | | |
| Courtney Handle | | | | X |
| Elena Bessett | | | | X |
| Angela Smith | | | | X |
| Jenifer Freymond | | | X | |

AREAS OF PRIDE AND STRENGTH

- Glen Edwards Middle School is located in Western Placer Unified School District in the city of Lincoln. The school serves grade six through eight. The student enrollment is currently 895.
- Glen Edwards is one of eleven schools in WPUSD and reflects the diversity of Lincoln. The following chart from the 2016-17 school year depicts the diversity of GEMS.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- Enrollment by Ethnicity

| Ethnicity | Enrollment | Percent |
|----------------------------------|------------|---------------|
| African American | 15 | 1.7% |
| American Indian or Alaska Native | 10 | 1.1% |
| Asian | 27 | 3.0% |
| Filipino | 15 | 1.7% |
| Hispanic or Latino | 365 | 40.9% |
| Pacific Islander | 6 | 0.7% |
| White | 446 | 50.0% |
| Not Reported | 8 | 0.9% |
| Total | 892 | 100.0% |

- Positive relationships amongst student and staff members are evident.
- Tardiness is quickly addressed and discouraged.
- GEMS has adopted an AVID school wide approach.
- GEMS common grading policies are weighted in a manner that encourage student learning and zero grades on summative assessments are not allowed.
- Cultural and ethnic backgrounds of our students are acknowledged, respected, and incorporated into the school curriculum and/or on-going activities.

DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

- The school offers intervention classes including English Language Learner Classes that supports both EL students and those who have been re-classified, math support classes, English support classes and a curriculum support class for RSP students.
- Glen Edwards offers social emotional counseling and career and college readiness information through its counseling department.
- Glen Edwards is currently collaborating with the other secondary schools in WPUSD to create pacing guides, and common assessments.
- Glen Edwards is collaborating with Twelve Bridges Middle School in creating a common writing assessment and a common ELA Curriculum.
- The current discipline plan is aligned with the district matrix and ensures a safe environment for students. The site discipline plan is disseminated to parents and students at the beginning of the school year assembly and in their School Agenda's Parent/Student Handbook section, as well as through first day packets. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. All staff (certificated and classified) review and understand the policies and procedures and implement them on a fair and consistent basis. Procedures are established for reporting all criminal behavior on the school campus to the appropriate personnel and law enforcement agencies. Interventions for inappropriate personal behavior are explored as a first step such as warnings, parent conference, Student Study Team. Positive discipline will be utilized, when applicable, and aimed at changing the behavior and attitude students and not merely a punitive reaction.
- Students with special needs are readily accepted by peers and accommodated by staff, regardless of their abilities and challenges.
- The school schedule includes PLC time every Monday, an intervention pullout for math and English, based on their past academic performance.
- After school math and English tutoring is offered two days a week. Tutors consist of teachers, classified employees and LHS Students.
- We offer elective courses such as AVID, Broadcasting Advanced Band, Advance Art, Computers, Leadership and Yearbook.
- Glen Edwards Middle School offers several clubs that also emphasizes community service and youth development.
- Glen Edwards Middle School sixth grade students take in part in an educationally rich science camp held on district property in collaboration with LHS and TBMS.
- Personnel are in-serviced in multicultural education through college coursework (CLAD), professional growth, and on-going staff development programs to meet the challenging needs of students. All teachers are required to have a CLAD certificate.
- Personnel have received professional development with the Youth Development Institute, TESS, PLC, ELL, GATE, STEM, AVID, and in curricular areas.
- A district nurse, LVN, and health clerk monitor check students for various health issues such as vision testing, hearing testing, immunizations, head lice, scoliosis, family life, and minor injuries.
- Parents are viewed as partners in the education of our students. A strong support network is provided for parents and students (Lighthouse Resource and Counseling Center, District Health Services provide prevention and intervention programs for students and families, Free and Reduced Lunch Program).
- A parent liaison offers support for parents, students, and staff.

Physical Environment of the School:

- The school resource officer assists the administration and teachers through advice for evacuation procedures, other drills, and support of students.
- The school's staff and students regularly participates in several safety drills such as fire, lockdown, shelter in place and earthquake.
- The GEMS campus perimeter and interior are fenced to secure the site. All gates are locked by 8:10 AM.
- School visitors, guests, and parent volunteers are required to sign in and obtain badges at the front office before entering the campus.

DISTRICT CRISIS RESPONSE PLAN

Western Placer Unified School District

- A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom.
- Physical conditions on campus which may lead to accidental harm are immediately addressed and/or repaired.
- There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible, promptly replacing broken windows, taking pictures to document the vandalism, and notifying the Lincoln Police Department.
- A campus wide communication system with individual telephones in all areas and school-wide “all call” capabilities enables clear and effective announcements at any time.
- Security alarms, camera monitors, and fire alarms enhance overall security. The camera system has been, and continues to be, updated. It has already greatly limited incidents of vandalism and school behavior issues.
- Classrooms are maintained, free of physical hazards, and equipped with telephones and intercoms/communication systems.
- Teachers all have green/red yes/no signs to hang in the doorway to signal the safety status of the classroom in a crisis situation.
- A site emergency plan is in place and site fire drills, lock down drills, and earthquake drills are scheduled.
- Standard incident reporting procedures are in place.
- The school has adequate and proper protection against falls from recreational equipment and landscaping designs prevent students from climbing to dangerous heights.
- Five noon aides and administrators monitor campus during lunch time. Two aides monitor the cafeteria, the hallway, and outside eating area. The other two aides monitor the playground and field area. Each aide has a walkie-talkie to communicate with one another, administrators, and custodian.
- During their assigned duty weeks, teachers supervise areas throughout campus before and after school.
- Teachers and administrators supervise all school approved extracurricular events.
- All teachers and students receive a new agenda at the beginning of each school year. The handbook can be viewed online. The handbook contains District Crisis Response Team Plan, Emergency Drills schedule, duty week schedules, and an evacuation map. The Student-Parent-Teacher Agenda contains complete information on school procedures as well.
- Valuables and equipment are inventoried properly, engraved for identification, and stored securely.

AREAS WE WISH TO CHANGE

School Culture/Climate:

- Add a second monthly meeting that is teacher driven and focuses on professional development.
- Begin changing staff meetings from directive to cooperative.
- Continue to provide staff with resources and trainings that will increase our success within our PLC.
- Continue to raise the achievement gap with our ELL and SED Students.
- Reduce the amount of time students are out of the classroom.
- Reduce the amount of time teachers are out of the classroom.
- Encourage staff members to be trained in the Youth Development and ELL strategies.
- Continue to increase student ownership and pride of their environment and behavior.
- Continue to increase attendance.

Physical Environment of the School:

- Work together with the district facility department, engineers, administrators, teachers and community during the modernization of the campus.

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates.
- Continue to add security cameras.

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component I:

School Culture/Climate

Goal:

Implement Youth Development throughout the school to foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

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

Component II:

Physical Environment

Goal:

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

Objectives:

- Maintain new landscaping along the front of the school.
- Evaluate the overall safety of the physical structure and prioritize the list for necessary improvements.
- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school.
- Continue to add security cameras (based on the availability of funds).
- Improve lighting on campus for evening activities and physical safety.

1. Better outdoor lighting (motion-sensored?) for nighttime viewing by eye site and for camera effectiveness (recommended near the playground water fountains).

DISTRICT CRISIS RESPONSE PLAN
Western Placer Unified School District

Completion Date and Budget:

For camera installation, ongoing. Budget: Safety money, Site Plan, and District level facilities

Resources Needed:

1. Additional cameras

Evaluation of the Objective:

1. Evaluation will be monitored for compliance as needed
2. Timeline for implementation will be throughout the school year