

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**

***Creekside Oaks Elementary***

**Reviewed by Site Council**

***11/1/17***

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

DISTRICT CRISIS RESPONSE PLAN  
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**SECTION ONE: Assignment and Duties**

ROLE	NAME	CHAIN
<b>Site Leader – Principal</b> (Oversees ENTIRE Situation)	<b>By Site - Name/Cell</b> CCC – Shamryn Coyle- [REDACTED] COES –Reno Penders-[REDACTED] FSS – Ruben Ayala-[REDACTED] FRES–Kelly Castillo-[REDACTED] LCES–Jennifer Hladun-[REDACTED] SES – Emily Ortiz-[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
<b>Site Coordinator</b> (Deals with SPECIFICS/DETAILS of Situation)	CCC – Lori Deschamps [REDACTED] COES – Michelle Rowe [REDACTED] FSS – Bill Justice – [REDACTED] FRES – D.Burbage-Macaluso [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]	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
<b>District Administrator</b> (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Kerry Callahan, Asst. Supt)	Scott Leaman →Site Principal →Site Coordinator
<b>District Office Liaison</b> (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Kerry Callahan → District Office →Other Sites/Tech/Head Start, as appropriate
<b>Community Liaison</b> (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
<b>Crisis Response Team</b> (Provides Emotional Support)	Susan Watkins, Dir SPED → School Psychologists/Counselors →Staff/Students	Kerry Callahan → Susan Watkins →School Psychologists & Counselors
<b>Transportation</b> (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
<b>Maintenance &amp; Facilities</b> (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Mike Adell, Facilities & Stan Brandl, Maintenance	Mike Adell & Stan Brandl→ Maintenance & Facilities personnel as needed
<b>Personnel</b> (Provides Info as Needed)	Gabe Simon, Asst. Supt.	Gabe Simon → Kari O’Toole/Melissa Ramirez
<b>Communication</b> (2-Way Radio Support)	Audrey Kilpatrick, Asst Supt	Stan Brandl→Maintenance
<b>Technology</b> (Provides technological support)	Kerry Callahan → Tsugufumi Furuyama	Tsugufumi Furuyama → Kevin Perry → Aaron Dirks

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<b>Translation</b> (Provides translation as needed)	Kerry Callahan → Rosemary Knutson	Rosemary Knutson → Maria Gonzalez
<b>Nursing</b> (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 #
<b>DISTRICT OFFICE/COMMAND CENTER</b> Scott Leaman, Supt	916-645-6350	916-645-6356	██████████	
<b>DISTRICT OFFICE LIAISON</b> Kerry Callahan, Asst. Supt.	916-645-6350	916-645-6356	██████████	
<b>COMMUNITY LIAISON</b> Scott Leaman, Supt	916-645-6350	916-645-6356	██████████	
<b>PERSONNEL</b> Gabe Simon, Asst. Supt.	916-645-5293	916-645-6348	██████████	
<b>MAINT/FACILITIES &amp; COMMUNICATIONS</b> Audrey Kilpatrick Mike Adell Stan Brandl	916-434-5000 916-434-7268 916-645-5100	916-645-6582	██████████ ██████████ ██████████	
<b>TRANSPORTATION</b> Mark DeRossett Kate Johnson	916-645-6346 916-645-5171	916-434-3758	██████████ ██████████	
<b>INTEGRATED FIRE SYSTEMS, INC</b> 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> ██████████ ██████████
<b>TECHNOLOGY</b> Tsugufumi Furuyama Kevin Perry Aaron Dirks	916-645-5715 916-587-2600 916-434-3737		██████████ ██████████ ██████████	
<b>FOOD SERVICE</b> Christina Lawson Liz Tofft	916-645-6373 916-645-6373		██████████	
<b>CRISIS RESPONSE</b> Susan Watkins Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	916-645-6350 916-645-4078  916-434-5220	916-645-6356	██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████
<b>NURSING</b> Tiffany McEntire Madeleine Belfroid-Duimstra	916-645-6360 916-645-6350		██████████ ██████████	
<b>TRANSLATION</b> 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 <sup>TH</sup> STREET	645-6390
CCC	[REDACTED]	FIRE	“ “ “	645-6390
COES	[REDACTED]	SECURITY	2030 1 <sup>ST</sup> STREET	645-6380
FSS	[REDACTED]	SECURITY	1400 1 <sup>ST</sup> 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]

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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)**

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**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**

1<sup>ST</sup> & 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**

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**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.



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- 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.

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**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

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**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.

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

CCC – Lori Deschamps – [REDACTED]  
COES – Michelle Rowe [REDACTED]  
FSS – Bill Justice [REDACTED]  
FRES – Dan Burbage-Macaluso [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

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**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 –	██████████

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**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)**

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**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.

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**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.



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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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**

<b>FROM</b>	<b>TO</b>
<b>Carlin Coppin School</b>	[REDACTED]
<b>Creekside Oaks School</b>	[REDACTED]
<b>Sheridan School</b>	[REDACTED]
<b>Glen Edwards Middle</b>	[REDACTED]
<b>Phoenix High</b>	[REDACTED]
<b>Lincoln High School</b>	[REDACTED]
<b>First Street School</b>	[REDACTED]
<b>Twelve Bridges Elem. School</b>	[REDACTED]
<b>Foskett Ranch School</b>	[REDACTED]
<b>Twelve Bridges Middle School</b>	[REDACTED]
<b>Lincoln Crossing Elem. School</b>	[REDACTED]
<b>District Office</b>	[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

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**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.

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**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

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- 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

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**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

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- 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.



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## 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

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## 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**

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# STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL \_\_\_\_\_

DATE \_\_\_\_\_

TIME \_\_\_\_\_

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## 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)



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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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**SECTION SIX: Personnel Information**

[REDACTED] Reno Penders  
[REDACTED] Will Middleton  
[REDACTED] Michelle Rowe  
[REDACTED] Melissa Everts  
[REDACTED] Catharine Meijer  
[REDACTED] Maria Woolley  
[REDACTED] Santiago Hernanderz  
[REDACTED] Herc Sousa

[REDACTED]  
[REDACTED] Cristin Beckham [REDACTED]  
[REDACTED] Jennifer Mason [REDACTED]  
[REDACTED] Justine McElvain [REDACTED]

[REDACTED]  
Lana Parr [REDACTED]  
Isabelle Keeling [REDACTED]  
Michelle Ruiz [REDACTED]  
Caryn Carreiro [REDACTED]

[REDACTED]  
Annie Larsen [REDACTED]  
Shannon Burns [REDACTED]  
Shannon Dumler [REDACTED]

[REDACTED]  
Greg Turner [REDACTED]  
Jenna Nohel [REDACTED]  
Margi Avery [REDACTED]  
Diana Weiss-Karr [REDACTED]

Cathy Hutchings – [REDACTED] [REDACTED]  
Alyssa Onaka – [REDACTED] [REDACTED]  
Audree VanWaardenberg [REDACTED]  
Valeria Loberg [REDACTED]

[REDACTED]  
Debbie Downs [REDACTED]  
April Thornburg [REDACTED]  
Sara Becker [REDACTED]

[REDACTED]  
[REDACTED] Tami Jeffs [REDACTED]  
[REDACTED] Regina Hinnenkamp [REDACTED]  
[REDACTED] Stephanie Maul [REDACTED]

[REDACTED]  
April Rennie [REDACTED]  
Emily Merwin [REDACTED]  
Lisa Kaufman [REDACTED]  
Jackie Drechsler [REDACTED]

[REDACTED]  
Julie Van Zile [REDACTED]  
Stephanie Cassidy [REDACTED]  
Melanee Ford [REDACTED]

[REDACTED]  
Cathy Rogers [REDACTED]  
Shannon Medved [REDACTED]

Susie Nelson – [REDACTED] [REDACTED]  
Robyn Harp – [REDACTED] [REDACTED]  
Allison Patterson [REDACTED]  
LeAnne Dolce [REDACTED]

Jill Roberson [REDACTED]  
Michelle Welburn [REDACTED]



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Charlene Pallas [REDACTED] [REDACTED]  
Michelle Harris [REDACTED] [REDACTED]  
Elena Bessette [REDACTED] [REDACTED]  
Rosabel Ortiz [REDACTED] [REDACTED]

[REDACTED]  
Lori Snyder [REDACTED]  
Maha Peterson [REDACTED]  
Sara Becker [REDACTED]

[REDACTED]  
Rheannon Weishahn  
Tiffany Brown  
Ted Powell  
Martha Bond  
Charlene Pallas  
Erica Morales  
Clementina Hoyos

[REDACTED]  
Natalie Pipia

[REDACTED]  
Kellie Rafferty  
Wendi Pineschi  
Terri Moseman  
Maha Peterson

[REDACTED]  
Yolanda Venegas [REDACTED]  
Olga Alfaro [REDACTED]  
Lynn Stansbury [REDACTED]

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**SECTION SEVEN:**  
**Site/DO Safe School Plan Data/Goals**

## **Component #1 – People & Programs**

### **• Goal #1: Student Achievement**

Creekside Oaks Elementary School is located in Western Placer Unified School District in the city of Lincoln. The school serves TK through sixth grade. The student enrollment is currently 622.

- Creekside Oaks is one of eleven schools in WPUSD and reflects the diversity of Lincoln.
- Cultural and ethnic backgrounds of our students are acknowledged, respected, and incorporated into the school curriculum and/or on-going activities.
- The school uses the PBIS behavioral intervention system in conjunction with Love and Logic.
- Creekside offers behavioral and emotional support through the school psychologist and classroom programs such as Second Step.
- Creekside Oaks is currently collaborating with the other elementary schools in WPUSD to create language arts lessons and common assessments.
- Creekside Oaks uses iReady, Ready Common Core, and Renaissance Learn to help support the individual needs of students.
- Students with special needs are readily accepted by peers and accommodated by staff, regardless of their abilities and challenges. We have a TK – 2, 3 – 5, SDC and RSP classes on site.
- The school schedule includes PLC time every Monday, an intervention pullout for math and English, based on their past academic performance.
- We have a targeted Title 1 program that supports language arts and math through data collection of the PLC.
- After school tutoring is offered three days a week. Tutors consist of teachers, classified employees and LHS Students.
- Creekside Oaks fifth grade students take part in an educationally rich science camp held at Fort Bragg.
- Personnel have received professional development with the Youth Development Institute, TESS, PLC, ELL, GLAD, 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 and District Health Services provide prevention and intervention programs for students and families, Free and Reduced Lunch Program).
- Students are empowered through leadership roles in programs such as Recess Rangers, Bucket Brigade, Leadership, and big buddies.
- A parent liaison offers support for parents, students, and staff.
- Continue to add technology to advance the learning through intervention, enrichment, and 21st century skills.

### **• Goal #2: Emotional and Physical Safety**

- 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.
- School visitors, guests, and parent volunteers are required to sign in and obtain badges at the front office before entering the campus.
- A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom.
- Physical conditions on campus which may lead to accidental harm are immediately addressed and/or repaired.

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- 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. We also use google docs to check student’s locations during a lock down situation.
- A site emergency plan is in place and site fire drills, lock down drills, and earthquake drills are scheduled.
- Classrooms are being provided with lock down magnets or lock down bar locks.
- Each teacher on campus will have a radio to communicate during a crisis or other safety situations.
- Standard incident reporting procedures are in place.
- The school has adequate and proper protection against falls from recreational equipment and landscaping designs prevent students from climbing to dangerous heights.
- Four cafeteria aides and administrators monitor campus during lunch time. Two aides monitor inside 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 school, recess, and after school.
- Valuables and equipment are inventoried properly, engraved for identification, and stored securely.
- Continue to work with the district and other sites to implement the Standard Reporting Procedures.

### **Component #2 – Physical Environment**

#### **• Goal #1: Safe Entrance and Exit**

- 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.
- Change the times the gates are locked, increase the amount of time the gates are locked before and after school.
- Continue to add security cameras.
- Add a divider down First Street to better control the flow of traffic in one direction.
- Continue to work with the City of Lincoln to have First Street changed to provide a safer and more efficient drop off and pick up.
- Continue to work with the district and other sites to implement the Standard Reporting Procedures.

#### **• Goal #2: Safe and Secure Environment**

- Continue to add security cameras.
- Purchase radios so each teacher on campus has one in the case of an emergency or student safety.
- Continue and add to the school safety team, this includes having specific jobs for each member and actively evaluate safety drill to continue to improve school safety.
- Implement a DOGS (Dads Of Great Students) program to have a positive male role model presence on campus.
- Have all of the blinds and/or curtains fixed or replaced so we can have classrooms lock downed with students out of sight lines during a classroom lockdown.
  - Purchase lock down magnets and panic bar straps to allow for doors to be locked at all times and immediately go into lock down mode.
- Continue to work with the district and other sites to implement the Standard Reporting Procedures.

## **Creekside Oaks Site Safe School Plan and Goals**

### **Ensuring a Safe and Orderly Environment**

#### **Component One – People and Programs**

##### **Action Plan**

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

**Objectives:**

1. As measured by SBAC Assessment for Reading and Math, each grade level (3 – 5) will increase the number of students scoring at proficient or at grade level by at least 10%.
2. All Creekside Oaks Elementary School 15% more English Language Learners will advance one proficiency level this school year from the previous school year on the CELDT until reclassified as Fluent English Proficient (FEP).
3. Identified special education students will meet IEP goals that are aligned with grade level standards.

**Student Support and Intervention Opportunities:**

- Student Success Team (SST) is available for students that are having academic difficulties.
- A Title I reading specialist and three assistants (Intervention Services Providers) work with first through fifth grade students who are reading below grade level and have met the criteria for intervention.
- School wide intervention time blocks that allow each PLC to target students individual needs.
- EL students (English Learners) are supported through whole class core curriculum instruction and through ELD designated and integrated group instruction.
- All classroom teachers have specialized certificated or credentialed training in one of the following: CLAD, BCLAD, SDAIE.
- Through the support of Title 1 funds, additional supplemental programs in Reading Language Arts and math have been purchased to enhance the opportunity to support and intervene with students that are struggling below grade level. This includes ready common core, iReady, Time, Scholastic, Accelerated Reader, and Home Connection.
- Special Education students receive intervention according to their Individualized Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC).

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- Students meeting and exceeding grade level standards at Creekside Oaks or who are GATE identified (grades 2 – 5) will be challenged by higher level thinking activities and accelerated programs.
- The SCHOOLS group, from Sun City Lincoln Hills, schedules trained adult volunteers to support student learning in the classrooms by working with students in small groups and individually.
- Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all students.
- Staff will analyze student assessment data to plan instruction. Collaboration occurs during Early Release Days when grade level teams have Professional Learning Community (PLC) meetings.
- Classroom Instruction and activities will be differentiated to meet the needs of at-risk, GATE, and English Language Learners in the classroom.
- Illuminate provides assessment information for teacher analysis and diagnosis of student needs.
- Positive rewards and recognition programs for academics encourage success and motivates student.
- Categorical monies are provided for grade levels to hire substitutes and take days intermittently to develop curriculum, lessons, assessments, and to analyze their teaching effectiveness.
- After school tutors are hired to provide extra support for those students who do not have the necessary adult support.
- Technology will be added to the site and trainings will be provided to advance teachers capacity to use and teach technology in the classroom.

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

**Objectives:**

1. There will be a 15% decrease in the amount of office discipline referrals for major and minor incidents as well as out of school suspensions for this school year as compared to last year.
2. Average Daily Attendance (ADA) will increase by 0.5% this school year as compared to last school year.

**Student Support and Intervention Opportunities:**

- The Discipline Committee meets monthly to analyze behavior data, identify areas of need, and brainstorm solutions to create a process of continual improvement in student positive behavior.
- The Discipline Committee will also assure that programs and processes are in place so that the PBIS (Positive Behavior Intervention Support) process and programs are implemented with fidelity.
- The Discipline Committee will receive additional training and guidance from PCOE to assure proper implementation of the PBIS process.
- The Recess Ranger program allows qualifying students opportunities to develop leadership skills in planning, organizing and relationship skills.

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- A MTSS process has been established to support students that need additional behavior supports. A process is in place to assure that students will receive this support in a timely manner. Those supports include different levels of intervention depending on the needs of the child.
- The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need.
- Educational programs are implemented where possible to focus on specific health issues, such as nutrition and alcohol / drug prevention where grade level appropriate.
- Students experiencing behavioral difficulties may be referred to the Student Success Team to explore intervention options.
- School site administration will work with office staff to track and notify parents of students that are absent or truant on an excessive basis.
- A school psychologist is available for counseling with students as needed.
- Local law enforcement and community agencies will make presentations on child safety issues when possible.
- A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families as needs arise.
- The school site will provide to families in need, a list of local agencies to which people can refer for additional support and guidance.
- Focus is placed on positive character traits such as Safe, Respectful, Responsible, and Unified.
- COES has implemented the “Bucket Filler” program which teaches students to use kindness through their words and deeds to be helpful and encouraging to others.

### **Parent Support for component one:**

- A referral system is in place for parents, through the school district and other agencies, to provide child services as needed: Parenting Classes (Love and Logic), Counseling (individual through Lighthouse Counseling services), and SARB (School Attendance Review Board).
- Parents are included as part of the Student Success Team to help create action plans that include modifications to help students become successful.
- Parents are active participants in School Site Council, Parent Teacher Organization, and various committees and classroom activities to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures.
- Western Placer Unified School District’s Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs.
- Parents are always encouraged to be involved in their child’s education. An example: parents of English Learners attend ELAC meetings, quarterly, to express their concerns and needs and to give input on school programs.
- Love and Logic training for parents will be provided by the school district at a nominal fee.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.

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- Additional outside supports are available on a needs basis for individuals and families.

**Staff Support for component one:**

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

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**Ensuring a Safe and Orderly Environment**

**Component Two: The Physical Environment (Place)**

**Action Plan**

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

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

**Objectives:**

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

**Student Support**

- Creekside Oaks works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.
- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, school newsletter, and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures.
- Procedures are in place for student emergency situations.
- Emergency exit plans are posted in every classroom.
- Teachers discuss and review the emergency plans with students.



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- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes into and out of school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- Evacuation drills are done to assure that students will be evacuated in a safe and orderly environment.

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

**Objectives:**

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

**Student Support:**

- The campus is closed and access signs are displayed prominently at entry points.
- Visitors must sign in and receive a visitor's pass before they can be on campus.
- Students must be signed out before they can leave the campus.
- Staff is trained to direct unidentified persons to the main office. Staff and office personnel monitor and assess this procedure.
- Signs are posted to keep dogs (unless prior arrangements are made) off the campus. There are procedures in place to contact local animal control officers so that the animal can be removed as soon as possible.
- The school grounds are gated and limit vehicle access to the school.
- There is adequate staff supervision when students are on playground. Each staff member wears an orange vest so they are visible to students for emergencies. Staff is on duty as students leave campus. Teachers monitor the hallways.

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- A Crisis Response Box is in place. Current phone numbers are kept in the office to be used in case of student, staff evacuation.
- Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas and the principal and night custodian periodically check to insure lighting is in working order.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the School Safety Committee, are conducted at least annually. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activity.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.
- Fire and earthquake drills are practiced monthly. Emergency procedure drills, including an intruder on campus or evacuation drill are also practiced twice a year.
- Emergency procedures and plans are assessed by the principal and staff at least annually.
- The school will secure appropriate emergency materials/equipment for each classroom in the event of a long-term emergency.

### **Parent Support for component two**

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

### **Staff and Site Support for component two**

- Classrooms have an appropriate amount of space for the student-teacher ratio and are designed in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment.
- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities, or person. Safety and security is a primary focus. If graffiti and evening/weekend littering and vandalism become more frequent, additional law enforcement patrols will be requested.
- During the school day the campus is as secure as possible.
- The school practices emergency drills regularly to assure that they are ready should an actual emergency occur.
- The principal and secretary will regularly check emergency kits to assure they are ready anytime an emergency might occur.

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly emergency drills are logged.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed at staff meetings and the staff gives input. The Crisis Plan is in place. It includes natural emergencies and a crisis intervention plan to handle all types of emergencies. This plan is reviewed annually.
- There is a school site emergency communication system in place. There is a two-way radio in place for communication with the District Office. Lunch supervisors and the office staff use hand-held radios.
- There is a new school automation emergency communication system in place to call all parents in case of a major incident.
- The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.
- Local law enforcement and emergency personnel will review emergency procedures to provide feedback to improve effectiveness.