

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

2015 – 2016  
COMPREHENSIVE SCHOOL  
SITE SAFETY PLAN

**CRISIS RESPONSE PLAN**

For

**Western Placer Unified  
School District**

and

***Lincoln High School***

**Reviewed by Site Council  
12/14/15**

(NOTE: The Crisis Response Plan is ONE of SEVEN sections of the  
Comprehensive School Site Safety 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 –Scott Pickett- [REDACTED] FSS – Ruben Ayala- [REDACTED] FRES–Kelly Castillo- [REDACTED] LCES–Mark Rodriguez- [REDACTED] SES – John Kovach- [REDACTED] TBE–Rey Cubias [REDACTED] GEMS – Stacey Brown- [REDACTED] TBMS–Randy Woods- [REDACTED] LHS – Jay Berns- [REDACTED] PHS – Chuck Whitecotton- [REDACTED]	Site Principal→Superintendent/DO → Site Principal → Site Coordinator  Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal  Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
<b>Site Coordinator</b> (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – [REDACTED] COES – Emily Coffee 316-4261 FSS – Bill Justice – [REDACTED] FRES – D.Burbage-Macaluso [REDACTED] LCES – Pam Soha- [REDACTED] SES – Karen Roberts – [REDACTED] TBES – Jeanine Troxel [REDACTED] GEMS – Josh O’Geen [REDACTED] TBMS – Randy Woods [REDACTED] LHS – Vicki Eutsey – [REDACTED] PHS – Mike Maul – [REDACTED]	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
<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 & Maintenance	Mike Adell & Curtis Stizzo→ Maintenance 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	Curtis Stizzo→Maintenance
<b>Technology</b> (Provides technological	Kerry Callahan → Tsugufumi Furuyama	Tsugufumi Furuyama → Aaron Newman → Joe Ross

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support)		
<b>Translation</b> (Provides translation as needed)	Kerry Callahan → Ramey Dern	Ramey Dern → Maria Gonzalez → Rosemary Knutson
<b>Nursing</b> (Provides Medical Support)	Kerry Callahan → Jessica Rogers & Kathleen Dano	Jessica Rogers & Kathleen Dano → 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	[REDACTED]	
<b>DISTRICT OFFICE LIAISON</b> Kerry Callahan, Asst. Supt.	916-645-6350	916-645-6356	[REDACTED]	
<b>COMMUNITY LIAISON</b> Scott Leaman, Supt	916-645-6350	916-645-6356	[REDACTED]	
<b>PERSONNEL</b> Gabe Simon, Asst. Supt.	916-645-5293	916-645-6348	[REDACTED]	
<b>MAINT/FACILITIES &amp; COMMUNICATIONS</b> Audrey Kilpatrick Mike Adell	916-434-5000 916-434-7268 916-645-5100	916-645-6582	[REDACTED]	
<b>TRANSPORTATION</b> Mark DeRossett Kate Johnson	916-645-6346 916-645-5171	916-434-3758	[REDACTED]	
<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> [REDACTED]
<b>TECHNOLOGY</b> Tsugufumi Furuyama Aaron Newman Joe Ross	916-645-5715 916-645-4017 916-645-6394		[REDACTED]	
<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	[REDACTED]	[REDACTED]
<b>NURSING</b> Kathleen Dano Jessica Rogers	916-645-6360 916-434-5270		[REDACTED]	
<b>TRANSLATION</b> Ramey Dern Maria Gonzalez Rosemary Knutson	916-645-6350 916-645-6350 916-645-6350		[REDACTED]	

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Melissa Ramirez	916-645-5293			
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**Accessing Alarm Account History:**

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

The account numbers are as follows:

CCC	[REDACTED]	SECURITY	150 E. 12 <sup>TH</sup> STREET	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]  
 GIVE THEM THE CORRECT ACCOUNT NUMBER OR ADDRESS OF SCHOOL

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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**

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**Ch 15**      **Lincoln Crossing**

**Ch 16**      **CARE (after-school)**



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<p>CARE (After School Program)          Abigail Castillo, Director [REDACTED]          (Office) [REDACTED]          FSS [REDACTED]          GEMS [REDACTED]          4017 SES [REDACTED]          HEAD START PRESCHOOL          CCC [REDACTED]          Infant/Toddler Center [REDACTED]          FAX [REDACTED]          PCOE PRESCHOOL          1<sup>ST</sup> &amp; 1 [REDACTED]          SES [REDACTED]          CCC [REDACTED]          STAR          Creekside Oaks [REDACTED]          Twelve Bridges [REDACTED]          Lincoln Crossing [REDACTED]          Foskett Ranch [REDACTED]          FRES Preschool [REDACTED]          CAFETERIA          GEMS – Food Director [REDACTED]          LHS – Dawn [REDACTED]          CCC - Kitchen [REDACTED]          Cafeteria Clerk [REDACTED]          GEMS Cafeteria Clerk [REDACTED]          FSS Cafeteria Clerk [REDACTED]          TBE Cafeteria Clerk [REDACTED]          TBM Cafeteria Clerk [REDACTED]</p>	<p style="text-align: right;">TECHNOLOGY 434-3737          Tsugufumi Furuyama [REDACTED]          645-5175          Aaron Newman [REDACTED]          645-          Joe Ross [REDACTED]          Chuck Youtsey [REDACTED]          Gordon West [REDACTED]          Kevin Perry [REDACTED]          Lighthouse Counseling &amp; Family Resource Center 645-3300 Fax – 434-3735</p>
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**DISTRICT OFFICE EXTENSIONS**

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

**DISTRICT ADMINISTRATOR  
Responsibility Checklist**

**Superintendent Leaman/Assistant Superintendent Callahan**

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

- CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- Works with principal to decide whether to evacuate off campus.
- Works with principal to convene the **Crisis Response Team.**
- Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- Authorizes Board members to be contacted.
- Notifies City Manager of situation.
- Goes to school site.
- Contacts own family to assess their safety and to inform them of situation.

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- Works with site team to support resolution activities.
- Works with District Liaison to communicate with District Office staff to update information and to provide support.
- Updates Board members.
- Approves communication to parents emphasizing the positive.
- Assists the site with evaluation of the event and the response.
- Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- Conducts debrief after the event.

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

**Basic Duties:** Coordinate all activities at the incident site.

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

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

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

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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, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Mary Lou Resendes, Terry Thickens

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

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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**

**Curtis Stizzo - Maintenance  
Mike Adell - Facilities**

**Basic Duties:** Provide all necessary support as deemed appropriate

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

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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**

**Curtis Stizzo**

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

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

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**TECHNOLOGY**  
**Responsibility Checklist**

**Tsugufumi Furuyama**

**Basic Duties:** Provide access to electronic communications services.

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

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**DISTRICT NURSE  
Responsibility Checklist**

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

**Basic Duties:**

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

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



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**TRANSLATION**

**Responsibility Checklist**

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

**Basic Duties:** Provide translation for communications and information as necessary

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

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

## **CRISIS EVACUATION OFF-CAMPUS SITES**

<b><u>FROM</u></b>	<b><u>TO</u></b>
<b>Carlin Coppin School</b>	<b>McBean Park Multi-Purpose/ Lincoln High School</b>
<b>Creekside Oaks School</b>	<b>Lincoln High School</b>
<b>Sheridan School</b>	<b>Stuart Hall/LHS</b>
<b>Glen Edwards Middle</b>	<b>Lincoln High School</b>
<b>Phoenix High</b>	<b>Glen Edwards Middle Sch.</b>
<b>Lincoln High School</b>	<b>Glen Edwards Middle Sch.</b>
<b>First Street School</b>	<b>Creekside Oaks Elem. Sch.</b>
<b>Twelve Bridges Elem. School</b>	<b>Twelve Bridges Middle Sch.</b>
<b>Foskett Ranch School</b>	<b>Lincoln High School</b>
<b>Twelve Bridges Middle School</b>	<b>Twelve Bridges Elem. School</b>
<b>Lincoln Crossing Elem. School</b>	<b>Creekside Oaks Elem. School</b>
<b>District Office</b>	<b>Lincoln High School</b>

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

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# 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

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- Instructions
- 4 waters, 4 vests, 2 whistles

**Instructions in Each Evacuation Box:**

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

**Student Waiting Area:**

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

**Student Release Area:**

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

**Students Riding Buses:**

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

**Students Driving Cars:**

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

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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
KRIS WYATT, BOARD PRESIDENT	
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GARBOLINO-MOJICA, PCOE	
KFBK	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

DISTRICT CRISIS RESPONSE PLAN  
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**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.



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## 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.	_____	_____	_____	_____

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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

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- Plan End-of-Day all Staff Meeting
- Plan **Follow-Up Staff Meetings** (if needed)

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

## **ION FIVE: NEWS MEDIA AND RESOURCES**

### **SOME PHENOMENA OF DECISION MAKING UNDER STRESS**

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

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

## **SECTION FIVE: News Media Resources**

# **Preparing to Handle the News Media During a Crisis**

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

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

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

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

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

### **THE BEST PREPARATION - HAVE A PLAN.**

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

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

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

### ***Establish a Crisis Communications Team***

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



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### *Develop a Crisis Communications Plan*

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

### *Conduct Crisis Media/Message Training Sessions for the Crisis Team*

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

### *Review and Update the Plan Periodically*

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

## **CRISIS CHECKLIST: ACTION STEPS**

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

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

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

## 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
- Large map of site for briefing

## DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

### **THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES**

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

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

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

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DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

# OFFICE STAFF

**BARBARA GREEN**                      **PRINCIPAL**  
**SECRETARY**                              **100**

NANCY GRIFFIN	REGISTRAR		
DIANA MELENDREZ	CLERK II		
JAY BERNS	PRINCIPAL		
VICTORIA EUTSEY	ASSISTANT PRINCIPAL		
MIKE MAUL	ASSISTANT PRINCIPAL		
CHARLENE EMERSON	ASST. PRINCIPAL SECRETARY		
ANGELA BUTTON	ATTENDANCE		
CAROL HUTCHINSON	ATTENDANCE		
CONNIE BROWN	COUNS. SECRETARY		
TOM KELLEY	COUNSELOR		
PATTIE LEE	COUNSELOR		
TIFFANY KUBAN	COUNSELOR		
MISTY ALARCON	AG COUNSELOR		
NURSE OFFICE			
CONF. ROOM			
BELINDA SILVA	LIBRARY		
DONNA TOFFT	ATHLETIC DIRECTOR		
ALLISON BECKER			
VINCENT HURTADO			
LIZ WILSON MENTAL HEALTH SPECIALIST			

SCHOOL ADDRESS	790 J STREET, LINCOLN 95648
LHS FAX	(916) 645-6349
OFFICE HOURS	7:30AM - 3:30PM
WEB SITE	<a href="http://lhs.wpusd.k12.ca.us/">http://lhs.wpusd.k12.ca.us/</a>

SCHOOL FARM  
MR. TRUEBLOOD  
MS. WALKER  
MR. HESS

DISTRICT OFFICE	600 6 <sup>TH</sup> ST. 4 <sup>TH</sup> FLOOR	
	FAX	645-6356

BUS TRANSPORTATION	645-6346
MAINTENANCE	434-5000

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

TECH SUPPORT

434-3737

**DISTRICT CRISIS RESPONSE SUPPORT TEAM PLAN**  
**Western Placer Unified School District**

**LINCOLN HIGH SCHOOL**  
**STAFF ASSISTANCE 2015-2016**

Staff Member	CPR	First Aid	Translation	Counseling	Runner
Allen, Tim					X
Anderson, Evelyn					X
Ash, Robert					X
Bean, Chris	X				X
Berg, Alan					
Berg, Sandra					
Berns, Jay					
Bombard, Chris					X
Bombard, Ersula				X	X
Bonito, Cindy				X	X
Brown, Connie					X
Button, Angela					
Caruncho, Carlos	X	X	X Spanish		
Cash, Jeff	X	X			X
Chappelle, Eric			X Spanish		X
Christiansen, Kendra					X
Courage, Marilyn					X
Cullen, Mary Louise			X French		
Dixon, Shane	X	X		X	X
Duer, Jeff				X	X
Duncan, Jeanie	X	X			X
Edwards, Marilou					X
Emerson, Charlene				X	X
Escobar, Gina					X
Fiorca, Karen					X
Florence, Hank					
Foley, Jill			X French		X
Foxworthy, David	X	X			X
Freestone, Mark	X		X Spanish		
Garcia, Cathy					X
Garcia, Robert	X	X	X Spanish		
Gonzalez, Felly					
Green, Barbara					X
Griesmer, Donna			X Spanish	X	
Griffin, Nancy					X
Hagman, Cindy					X
Halbert, Bill				X	X
Harris, Lori					X
Hess, Barrett					X



DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

Hicks, David	X	X			X
Hill, David					X
Horton, Jennifer		X		X	X
Hurtado, Vincent			X Spanish	X	
Hutchinson, Carol					X
Jocoy, Clelia	X	X	X Spanish & ASL		X
Joe, Alex	X	X		X	X
Kelley, Tom		X		X	X
Kimbrough, Mike					X
Koche, Kari					X
Krugle, Janae					
Kasprytzki, Jeanette					X
Landon, Chris					X
Lee, Pattie				X	
Lewis, Brett					X
Little, Holli					X
Lowe, Ken					X
MacQueen, Mary				X	X
Marquez, Karla			X Spanish		
Maul, Mike	X	X			
McCroskey, Tara	X	X			
McGinn, Vonnie					X
Melendrez, Diana					X
Nesci, Peter	X	X			X
Norris, Cassandra				X	
Olmstead, Kathleen				X	X
Palafox, Ben	X	X	X Spanish	X	X
Patterson, Justin					
Perry, Morgan					
Pierce, Bob					X
Pierce, Heather		X Diabetics			X
Proctor, Brittany					
Retallack, Mandy		X			X
Roberts, Gail					X
Seacrist, Scott		X			X
Silva, Belinda			X Spanish		X
Smith, Janet				X	X
Smith, Val					X
Sofia, Karina		X			X
Stanley, Lori				X	X
Staus, Laura					X
Sutcliffe, Kitty					X
Tzikas, Kimber				X	
Tofft, Debbie	X				X
Tofft, Donna	X	X			X
Tofft, Matt	X	X			X
Torri, Kristina					X

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

Treanor, Jason	X	X	X German		X
Trueblood, Mike					X
Uptain-Villa, Joe					
Villanueva, Jennifer	X	X	X Spanish		X
Walker, Cassandra					X
Ward, Sylvia	X	X			X
Williams, Eric	X	X			X
Zamora, Betty	X	X	X Spanish		X

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

Placer County Office of Education

Comprehensive Safe School Plan

2015-2016

Lincoln High School

Jay Berns, Principal

Plan developed by:  
Victoria Eutsey  
Michael Maul  
Tom Kelley  
Bob Peirce  
Mary McQueen  
Charlene Emerson  
Barbara Green  
Mike Kimbrough  
Tara Props  
Jennifer Villanueva  
Katie Camerer

Title:  
Assistant Principal  
Assistant Principal  
Counselor  
Teacher  
Activities Director  
A.P Secretary  
Principals Secretary  
Custodian/CSEA President  
Parent/Site Council President/Booster  
Parent/Certificated Staff/Band Booster  
Student/ASB President

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

Comprehensive Safe School Plan  
2015-2016  
Lincoln High School

SAFE SCHOOL PLAN COMMITTEE- APPROVAL

Jay Berns	Principal	_____ Date _____
Victoria Eutsey	Assistant Principal	_____ Date _____
Michael Maul	Assistant Principal	_____ Date _____
Tom Kelley	Counselor	_____ Date _____
Bob Pierce	Teacher	_____ Date _____
Mary MacQueen	Activities Director	_____ Date _____
Charlene Emerson	A.P Secretary	_____ Date _____
Barbara Green	Principal Secretary	_____ Date _____
Mike Kimbrough	Custodian	_____ Date _____
Tara Props	Parent/Site Council President	_____ Date _____
Jennifer Villanueva	Parent/Teacher	_____ Date _____
Katie Camerer	ASB President	_____ Date _____

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

Comprehensive Safe School Plan  
2015-2016  
Lincoln High School

STUDENT DATA SUMMARY

Data Source	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Enrollment	1349	1432	1390	1479	1411	1414	1424	1506	1607
<b>Discipline Records (Number of Incidents)</b>									
Suspensions	189	154	140	151	150	148	189	285	214
Expulsions	12	7	12	3	4	12	10	9	4

Conclusions from Data:

- There have been no suspensions/expulsions of students for possession or use of guns.
- The administration has taken a zero tolerance stance of gang affiliation and activities. Gang activities have decreased since the 06-07 school year.
- The administration does not tolerate repeated drug related offenses. If a student is suspended for a drug related offense (48900 C, D, J, P or 48915 C.3), the administration considers a recommendation for expulsion. If the student is not recommended for expulsion on the first offense, the administration informs the student and the parent that the next drug related offense throughout high school will result in recommendation for expulsion.
- The WPUSD Board Policy changed in 2009 to recommend a student for expulsion after they have accrued more than ten days to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.
- The increase in number of expulsions in '11-'12 can be attributed to the 6 expulsions at the beginning of the '11-'12 school year for the Wheatland vandalism.
- Furthermore, administration considered a recommendation for expulsion for students who were suspended for possession of a knife.
- The number of suspensions in the '12-'13 school year greatly increased is due to the number of students who were suspended because of excessive tardies based on our new tardy policy.
- With the implementation of the new truancy policy in the '13-'14 school year, the number of suspensions increased due to students being suspended for excessive unexcused absences as well as excessive tardies.
- The number of suspensions in the '13-'14 school year also increased due to the number of students who were suspended because of excessive detention no-shows based on our revised detention policy.

Conclusions from Parent, Teacher, and Student Input:

DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

- Here at Lincoln High School, we have a high level of safety, respect, and responsibility. Student leaders and other members of the student body are not afraid to step up or take action if they see something wrong happening. Overall, our school is safe and our students are responsible and respectful. Katie Camerer, Student and ASB President.
- The Zero Tolerance policy has created a safe learning environment here at LHS. Even as our population has increased dramatically in the last ten years, the number of disciplinary actions has not. Bob Pierce, Teacher
- In my experiences as a teacher a parent of a Lincoln High School student, I feel the school and especially the staff provide a safe, caring, and supportive environment for all students. The school is in a safe neighborhood with rules and expectations in place and followed. When there is concern for the safety of the students, it is handled with immediacy. Students feel comfortable seeking help and support they may need in matters of their own emotional and physical well-being. Jennifer Villanueva, Parent/Teacher.

Comprehensive Safe School Plan  
2015-2016  
Lincoln High School

STUDENT DATA SUMMARY

List Data Sources Reviewed
----------------------------

- |   |
|---|
| <ul style="list-style-type: none"><li>• Discipline records from AERIES and SWIS</li></ul> |
|---|

**DISTRICT CRISIS RESPONSE PLAN**  
**Western Placer Unified School District**

<ul style="list-style-type: none"> <li>• Standardized test scores (STAR &amp; CAHSEE &amp; CAASSP)</li> <li>• Graduation rate</li> </ul>
<p>Areas of Pride and Strength</p> <ul style="list-style-type: none"> <li>• Supportive Staff and Administration</li> <li>• California Distinguished School Recognition</li> <li>• Career Technical Education Award</li> <li>• STRIPES</li> <li>• Tutoring opportunities</li> <li>• Zero Tolerance for drugs and gangs</li> <li>• A.P. and Honors Programs</li> <li>• Increase in A-G Rate</li> <li>• Athletic opportunities</li> <li>• AG Incentive Grant</li> <li>• Ancillary programs (ROP, Project Lead The Way, AVID, YDI, PBIS)</li> </ul>
<p>Opportunities for Growth and Improvement</p> <ul style="list-style-type: none"> <li>• Review the memorandum of understanding on class size and determine the strengths, weaknesses, and feasibility of the 8 period semester schedule</li> <li>• Continue to collaborate with Professional Learning Communities</li> <li>• Review and update 2+2 Agreements with Sierra College</li> <li>• Continue to transition to Common Core standards and NEXT Generation Science Standards</li> <li>• Continue to implement Positive Behavioral Interventions and Supports and SWIS</li> <li>• Accommodate and upgrade facilities for growth and maintenance</li> </ul>

Comprehensive Safe School Plan  
2015-2016  
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT  
COMPONENT I

Component I: People and Programs
<p>Goal #1</p> <p>To establish and maintain a positive and safe learning environment in which students feel safe and experience academic success.</p>
<p>Objectives:</p> <p>To provide a rigorous academic learning environment</p> <p>To ensure a safe and orderly environment</p>

**DISTRICT CRISIS RESPONSE PLAN**  
Western Placer Unified School District

**1.0 Establish and maintain high and consistent standards for achievement**

- Adopted textbooks and curriculum are aligned to previous state standards. Teachers are currently reviewing curriculum, revising pacing guides and assessments, and attending workshops to assist with the transition to Common Core State Standards.
  - ✓ Adopted Carnegie Learning Curriculum in May of 2014
  - ✓ Implemented Integrated Math I to replace Algebra I in '14-'15 school year
  - ✓ Implemented Integrated Math II to replace Geometry in '15-'16 school year
  - ✓ Integrated Math III will replace Algebra II in '16-'17 school year
  - ✓ Adopted and implemented new curriculum for Spanish 1, 2, and 3
- Teachers participate in Professional Learning Communities and work to create, review, or revise the following:
  - ✓ Norms
  - ✓ SMART Goals
  - ✓ Pacing Guides
  - ✓ Essential Standards aligned to the Common Core Standards
  - ✓ Common Formative and Summative Assessments
  - ✓ Data Analysis
  - ✓ Intervention and remediation strategies

**2.0 Maintain an atmosphere which enables students to achieve**

- Administration, teachers, and staff enforce school and classroom policies.
- A committee of teachers, administrator, and campus supervisor previously attended the BEST Behavior training. The BEST Committee established expected school-wide behaviors (the 3B's are be safe, be responsible, and be respectful), created posters, and provided positive behavior supports. In the '11-'12 school year, this committee was renamed the PBIS Committee and recruited new members. The PBIS committee created a list of minor and major discipline offenses and Behavioral Intervention Plan, reviewed the new tardy policy, continued to provide positive reinforcements, and presented to the staff. In the '12-'13 and '13-'14 school years, the PBIS Committee promoted the 3B's by painting posts and a mural and hanging behavioral expectations in the cafeteria and the restrooms. Furthermore, the PBIS Committee acquired funds to provide positive rewards for students. For the last three years, LHS focused on Tier I School-wide Interventions. In the '13-'14 and '14-'15 school year, LHS PBIS team will attend PBIS training to implement Tier II Interventions, including Check In/Check Out.
- Over 25 teachers attended Youth Development Institute Training in August of 2015. One of the outcomes of the training is the creation of the "Z Be Team", which provides collaborative staff activities and staff recognition to increase staff cohesiveness and morale.
- Peer tutoring provides academic assistance in the library Monday through Thursday from 3:15 pm to 6:00 pm. Hours were extended to enable more students, especially athletes, to attend tutoring.
- The Leadership Committee, created by principal Jay Berns, meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC's are shared, key issues are addressed, and the school's vision is reviewed.
- The tardy policy which was implemented in the '12-'13 school year was revised for the '13-'14 school year due to the new 8 period semester schedule. The tardy was again reviewed and revised for the '14-'15 school year based on data analysis. In an effort to reduce the number of tardies, the tardy policy was again revised for the '15-'16 school year. When a student reaches 15 or more tardies, the student loses their lunch pass and dance privileges.
- The new truancy policy was implemented at the beginning of the '13-'14 school year. Due to changes with the SAM and SARB process at PCOE, the truancy policy was revised for the '14-'15 school year.
- In fall of 2015, Assistant Principal attended Restorative Justice training.
- Addition of new staff members added to allow for growth and reduction of class sizes. Additional

**DISTRICT CRISIS RESPONSE PLAN**  
Western Placer Unified School District

positions included office clerk, CTE counselor, school psychologist, AG/CTE teacher, science teacher, Spanish teacher, English teacher, 2 math teachers, 2 special education teachers, and 2 instructional assistants.
<p><b>3.0 Publish annually and review with students the schools rules and procedures for discipline on campus</b></p> <ul style="list-style-type: none"> <li>• The Lincoln High School Student Handbook is included in the student agenda, which is available to every student. The handbook includes the District’s Causes for Suspension and Expulsion.</li> <li>• The Student Handbook is emailed to all students and parents, posted on Schoology, and reviewed by all teachers on the first day of school.</li> <li>• An assembly is held at the beginning of the school year to discuss behavior and review the Student Handbook.</li> <li>• When a new student enrolls at Lincoln High School, the Assistant Principal meets with the new student and the parent to review the rules and procedures.</li> </ul>
<p><b>4.0 Annually update the Lincoln High School Comprehensive Safe School Plan</b></p> <ul style="list-style-type: none"> <li>• Because of the tanker fire in August 2011, it became evident that an alternative evacuation area was needed in addition to the stadium. An evacuation map to the softball fields on 6<sup>th</sup> Street was created.</li> <li>• Because of the bomb threat in April of 2013, the safety procedures were revised. Emergency student check-out sheets were created, emergency maps were revised, and the emergency cart with student information was organized.</li> <li>• Safety drills are scheduled and practiced throughout the school year.</li> <li>• Each year, the attendance secretaries update the students’ information from their emergency cards into AERIES. By November of each school year, a copy of each student’s emergency contact information and schedule is printed and placed into binders in the event of an emergency.</li> </ul>
<p><b>5.0 Monitor student activity and help improve student behavior using the campus supervisors</b></p> <ul style="list-style-type: none"> <li>• Campus supervisors lock and monitor gates in order to keep students on campus and intruders off campus.</li> <li>• Campus supervisors patrol the campus to ensure that students arrive to class promptly and remain in assigned classes.</li> <li>• Campus supervisors escort students to designated areas when necessary.</li> <li>• Campus supervisors and administrators allow junior and seniors with a lunch privileges to leave at lunch by verifying the student’s ID card.</li> <li>• Students who have a C, D, or F in their class receive intervention during the STRIPES period. Students with A’s and B’s in their class are rewarded with a preferred activity during the STRIPES period. Campus supervisors and administrators supervise the students during STRIPES.</li> </ul>
<p>Who will take the lead?</p> <ul style="list-style-type: none"> <li>• Site Administration</li> <li>• Leadership Committee</li> <li>• Certificated and Classified Staff</li> <li>• Custodian</li> <li>• Leadership Students</li> <li>• District Administration</li> </ul>
<p>Completion Date and Budget: Ongoing</p>
<p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• General Fund</li> <li>• EIA Funds</li> <li>• GATE Funds</li> </ul>
<p>How we will monitor and evaluate?</p> <ul style="list-style-type: none"> <li>• Staff and Administration coordination of policies and programs</li> <li>• STAR, CAHSEE, and CAASSP results</li> <li>• Review of Comprehensive Safe School Plan</li> </ul>



DISTRICT CRISIS RESPONSE PLAN  
Western Placer Unified School District

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Incident logs and discipline records</li> </ul> |
|--|

Comprehensive Safe School Plan  
2015-2016  
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT  
Component II

Component II: Place
Goal #1 To establish and maintain a clean, safe learning environment in which students experience success
Objectives: To provide a suitable learning environment
<b>1.0 Maintain and upgrade cameras throughout the campus to monitor student activity</b> <ul style="list-style-type: none"> <li>• School administrators, WPUSD Director of Technology, and district administration meet to review costs and effectiveness of cameras.</li> <li>• Custodian, campus supervisors, administration review activity on cameras to determine facts in incidents involving theft, vandalism, bullying or fights.</li> </ul>
<b>2.0 Remodel the existing facilities</b> <ul style="list-style-type: none"> <li>• Landscape improvements have been done in front of the entrance on J Street, the old entrance on 7<sup>th</sup> Street, and on the campus.</li> <li>• New windows were installed on the woodshop classroom.</li> <li>• The boys and girls restrooms in the main hallway near the cafeteria were remodeled.</li> <li>• Wrought iron gates and fences replace some of the chain link gates and fences.</li> <li>• The covered awning was built in 2010, which extends from the walkway between the cafeteria and weight room to the walkway between rooms 23 and 23A.</li> <li>• In 2011, the Agricultural Mechanics program was relocated to the school farm. Room 10 was remodeled for construction and implementation of the new Project Lead The Way program.</li> <li>• In 2011, maintenance to the roof in the AC room, weight room, and woodshop was done.</li> <li>• On November 5, 2012, the Project Lead The Way Engineering Lab Dedication included a ribbon cutting ceremony, acknowledgement of sponsors, presentation of program, and student presentation.</li> <li>• In 2012, the plumbing in the restrooms in the main office was redesigned and repaired.</li> <li>• In the summer of 2013, the roof was replaced in the kitchen and the main hallway and sidewing walkway awnings from the kitchen to room 8 were maintained.</li> <li>• In the summer of 2013, the previous ROP Sorts Medicine classroom was remodeled for the new Special Day Class Independent Living Skills program. In the summer and fall of 2014, renovations continued in the Independent Living Skills program with the addition of a full size kitchen and washer and dryer.</li> <li>• During the summer and fall of 2013, the library was remodeled with a new layout, computers, carpet, and furniture.</li> <li>• In the summer of 2015, the autoshop classroom was renovated for the new alternative Fuel and Diesel Engines classes.</li> <li>• In 2015, the roof and gutters were replaced in the cafeteria and classrooms 3, 4, 5, 6, 7, 8, 9 and autoshop.</li> </ul>

**DISTRICT CRISIS RESPONSE PLAN**  
**Western Placer Unified School District**

<ul style="list-style-type: none"> <li>• Plans for maintenance and/or replacement of all-weather track and soccer/football field have been scheduled.</li> <li>• The leaking roof and skylights in the Pence gym is an ongoing issue, despite ongoing repairs.</li> <li>• Lighting in the Dale Pence gym continues to be in desperate need of improvement.</li> <li>• Broken windows in Robert Lee gym need replacement.</li> <li>• The existing lighting in the walkway from the quad to 6<sup>th</sup> St. and the 6<sup>th</sup> Street parking area has a short.</li> <li>• Upgrades on electrical system are needed in order to accommodate additional demands on electrical system.</li> <li>• Facilities Plan includes renovation of the quad area, including new lighting.</li> </ul>
<p><b>3.0 Accommodate for growth</b></p> <ul style="list-style-type: none"> <li>• Three portables were added at the beginning of the '10-'11 school year. These classrooms were inhabited by three foreign language teachers, who previously taught in the portables located across the parking lot.</li> <li>• Two new science labs were added in December, 2010. The two science teachers who moved into their new classrooms had previously taught science in a regular classroom.</li> <li>• District staff analyzed occupancy and class size maximums based on square footage of classroom.</li> <li>• Four new portables (rooms 49, 50, 51, and 52) were added in the summer of 2015.</li> <li>• The Facilities Plan includes the relocation of portables 7A, 7B, 7C, 7D, 7E, and 7F and the addition of seven new classrooms. Construction to begin in the summer of 2016.</li> </ul>
<p><b>4.0 Replace Walkie Talkies</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the 2015-2016 school year, all walkie talkies were replaced for custodians, campus supervisors, and administrators and additional walkie talkies were purchased for secretaries and PE teachers.</li> </ul>
<p>Who will take the lead?</p> <ul style="list-style-type: none"> <li>• District Administration</li> <li>• District Maintenance</li> <li>• Site Administration</li> <li>• Lead Custodian</li> </ul>
<p>Completion Date and Budget: Ongoing</p>
<p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• General Fund</li> <li>• School Safety</li> <li>• School Bond Measure A</li> </ul>
<p>How we will monitor and evaluate?</p> <ul style="list-style-type: none"> <li>• Cameras are utilized to monitor student activity. Surveillance footage is documented on incident or suspension reports.</li> <li>• District office administration oversees the completion of the modernization projects and new facilities.</li> </ul>

Comprehensive Safe School Plan  
2015-2016  
Lincoln High School

**Personal Characteristics of Students and Staff:**

Ethnic/Cultural diversity of students

- The ethnicity and cultural diversity of each student is recognized and respected. Students intermingle with each other with little or no concern about the ethnicity of cultural background of each other.

## DISTRICT CRISIS RESPONSE PLAN Western Placer Unified School District

### Life experiences of students and staff

- Curriculum and special programs are designed and modified to address issues relevant to the student body.
- Local social services support systems are coordinated with the school to provide needed services.

### Staff Expertise

- The staff is diversified as to race, gender and ethnicity. Each individual helps to form a team-like atmosphere so that everyone feels that their importance is appreciated.

### Physical/Health Concerns

- The school works closely with local health agencies and teaches issues that affect health in the curriculum.

## **The School's Physical Environment:**

### School Location

- Lincoln High School is located in the town of Lincoln which is part of Western Placer Unified School District.
- The student population at the high school has increased over the past ten years and is now approximately 1700.

### School Grounds

- The Lincoln High School campus is completely fenced. The campus is closed for all freshmen and sophomores. Juniors and Seniors meeting grade and discipline requirements may leave at lunch, if permission is granted from the student's parent.
- Two campus supervisors are on campus.
- The old gym is open during lunch throughout inclement weather for supervised activities.
- The school is completely alarmed and after school and on the weekends.
- School policies concerning graffiti and vandalism are strictly enforced.

### School Buildings and Custodians

- School buildings are well maintained, alarmed and free of physical hazards.
- The custodial staff is hard working and takes pride in the campus.

### Internal Security Procedures

- A district crisis-response team and plan is in place with identified procedures.
- Standard incident and accident report procedures are in place.
- A limited number of security cameras have been installed throughout campus to monitor activity.

## **The School's Social Environment**

### Leadership

- The administration strives to establish leadership through establishing shared decision making and open communication. Data in the areas of academics, behavior, and attendance are consistently reviewed. Innovative ideas aimed at increased student success are shared and communicated with the entire staff.

### School-Site Management

- Input from students, staff, parents, and the community in general, is encouraged. An active Leadership Committee, SBLT, PLC meetings, staff meetings, Boosters, Principal's blog, and the Student Council provide a way for different factions to express their ideas and communicate.

## DISTRICT CRISIS RESPONSE PLAN

### Western Placer Unified School District

#### Classroom Organization and Structure

- The school-wide behavior expectations (BE SAFE, BE RESPONSIBLE, and BE RESPECTFUL) are posted in every classroom.
- Teachers review the school-wide behavior expectations and their classroom expectations with their students.
- Conditions that promote maximum learning for students are in place. Staff members are encouraged to promote good citizenship, appreciation of all differences, student responsibility, career goals and critical thinking.
- No student has the right to disrupt the education of another student.

#### Discipline and Consequences

- Policies and procedures are in place for any disciplinary action which may be required. Students and parents are informed of these policies through printed information sheets, school website, conferences and/or meetings.

### **The School's Culture**

#### Affiliation and Bonding

- Students and staff feel safe and secure on the campus. Students and staff take pride in Lincoln High School and strive to make it a friendly environment for everyone.

#### Behavioral Expectations

- The school models and expects positive behavior, maximum effort and respect for others from everyone.
- The administration has taken a zero tolerance stance regarding drugs and gang activities.

#### Academic Expectations

- Maximum effort to obtain academic goals is an expectation for everyone. Assessment tools are in place so that students' achievement can be measured.
- All students are expected to be prepared for their next step, whether that may be to college, trade school, the military, or the workforce.

#### Support and Recognition

- Achievement by students and staff is recognized through dinners, the newspaper, meetings, assemblies, letters, and Zebra Pride passes and prize drawings.
- Tutoring is available to all students.
- The STRIPES class provided intervention for those students who need additional support.