

PAINESVILLE TOWNSHIP

CRISIS MANAGEMENT PLAN

2006 - 2007

GOAL

Maintain an orderly school operation while meeting the needs of our students and their families, together with our staff during a crisis as defined by the Crisis Management Team.

PURPOSE

The following procedures are designed to enable the students, staff, and Board of Education of the Painesville Township Local School District to function in an orderly fashion in the event of a crisis situation.

ORGANIZATION

- I. Communication
- II. General Operational Strategies
- III. Specific Guidelines Concerning Unique Crisis Situations
- IV. Parent Expectations

I. COMMUNICATION

A. Web Site

The Crisis Management Plan for the Painesville Township Schools is located on the Web, location: <http://www.lgca.org>. This allows our students, parents, and staff to have access to our plan.

B. Crisis Management Plan

Each school has written copies of the Crisis Management Plan to be given to our students, parents, and staff upon request.

C. Radio Communication

The best means of communication may be the use of radio stations to reach our community. Radio messages must originate only through the SUPERINTENDENT'S OFFICE. Radio communication will follow the same station pattern as snow days.

D. Cable Television

Cable television should be used to alert the community to a crisis. Posting of a crisis on the message board may be an option.

E. E-Mail

Messages similar to messages posted through cable television should be communicated through the district E-mail list. These messages would be important to working parents whose place of employment was beyond the cable television viewing audience. Messages need to be directed from the SUPERINTENDENT'S OFFICE.

F. Cell Phones/Digital

Many crisis situations demand instant communication with support staff where a cell phone/digital can be utilized.

G. Phone Trees

Individual school buildings have the discretion to develop phone trees to notify parents of a crisis. These crisis phone messages are difficult to control. Messages should be kept simple with limited information.

H. Safe School Hotline

The Safe School Hotline is an anonymous and secure way to report information while protecting the caller. It is a way for students to feel they are heard and give them an opportunity to call back for answers to any questions they may ask. Phone number is 1-800-418-6423 Ext. 359.

II. General Operational Strategies

A. Central Administrative Office Crisis Management Team

The Central Administrative Office Management Team needs to be considered “The Command Station” for all crisis situations. Specific responsibilities include:

1. Superintendent of Schools (Michael Shoaf)

The Superintendent of Schools is the final authority in all crisis situations. All crisis management strategies will be coordinated through the Superintendent. The Superintendent shall conduct telephone or personal interviews with the media.

2. Chain of Command

In the absence of the Superintendent of Schools, the chain of command is as follows:

- a. Assistant Superintendent, Personnel and Support Services (James Kalis)
- b. Assistant Superintendent, Curriculum and Instruction (Elizabeth Anderson)
- c. Treasurer (Michael Vaccariello)
- d. Principal of appropriate building

3. Radio Station Liaison

One central office staff member needs to be responsible for communicating messages to radio stations. This is the first line of communication because it impacts the largest audience. This activity may require assistance. (Michael Vaccariello)

4. Written Message Liaison

One central office staff member needs to be responsible for coordinating all written messages. Written messages include the use of a cable television message board and E-mail. (Michael Shoaf)

5. School Building Liaisons

One central office staff member needs to serve as the communication between the Riverside Campus, Auburn Middle School, and our six elementary schools. Auburn Career Center

will be involved in the communication if their students are involved in the crisis. (Elizabeth Anderson)

6. One member of the central office staff will communicate directly with our maintenance department, transportation department, food service department, and any other school agencies such as security companies, sheriff's department, etc. (James Kalis)

B. Building Level Teams

Each building will organize a Building Level Crisis Management Team. Suggested team members include building principal, school counselor, school nurse (PSI aide), teacher, custodian, and a secretary. All team members will be assigned to a specific responsibility. Critical responsibilities include:

1. Building Level Coordinator (Building Principal)

The Building Level Coordinator (School Principal) is responsible for coordinating all crisis initiatives. This includes taking responsibility for pre-crisis and awareness training, directing activities during the time of a crisis, and managing post-crisis activities. One individual needs to be identified to serve as the Building Level Coordinator in the absence of the Building Principal. No building level personnel should interact with the media. All media should be directed to the Superintendent's office.

2. Central Office Liaison

Direct communication between the Superintendent and the Building Principals is advisable. However, the Building Level Coordinator, depending on the particular crisis, may be busy with crisis management activities and unable to communicate in a timely manner with the central office. A building level liaison needs to be identified to maintain communication with the central office at all times.

3. Medical Liaison/Coordinator

The school nurse (health aide) should be responsible for all medical attention needed by students and/or staff. The nurse (health aide) should be the prime contact with outside medical or ambulance services.

4. Parent Liaison

One staff member needs to serve as a liaison with parents. Coordinating the phone tree (if possible) or other parent communications is critical to constructive crisis management. This individual should have a minimum of two support staff to handle phone calls.

5. Counselor Liaison

Many crisis situations require the services of one or more counselors or psychologists. Our guidance director should be responsible for organizing and implementing all counselor services for students and staff during and after a crisis.

6. Custodian

The school custodian should serve as a member of the crisis management team. Many crises involve building security and building safety. The custodian's involvement is essential.

C. Transportation Communication (Ted Davis)

Many crisis situations require specific communications between the transportation department, a specific office, and a school building. Communication needs to be timely and direct. Bus drivers need to follow all rules and expectations for safe transportation of students.

D. School Supervision (Building Principal)

Specific crisis situations may require extended supervision of students in the school building. The individuals supervising may include teachers who volunteer for such duty and parent volunteers who are willing to come to the school building to serve as support staff.

E. Evacuation Plan (James Kalis)

Some crisis situations require total evacuation of a school building. Each school needs to have a plan in place including preparation by the receiving school. Each school needs targeted destination and a plan in place to supervise students until transportation to their home is appropriate.

F. Teacher Training (Elizabeth Anderson)

Develop and administer teacher-training activities. Specific training may include outlining this manual, safety inservices, CPR training along with other first aid precautions.

**Evacuation Procedures for Non-Perry Nuclear
Power Plant Emergencies**

Riverside Campus – Evacuate to the R.C.A.F. Field House then home.

LaMuth Middle and Elementary Schools – Evacuate to the R.C.A.F. Field House.

III. Specific Guidelines Concerning Unique Crisis Situations

A. Severe Weather Conditions

Severe weather can produce a crisis situation for students and adults. The most common crisis in this category involves a situation where severe weather conditions, e.g. excessive snow fall, develop during a school day and transportation home presents an extreme danger to students and adults. Other examples include tornado watches, ice storms, earthquakes, etc.

1. Pre-Crisis Initiatives

- a. Establish a plan for extended school supervision, including identification of a sufficient number of adults to supervise students.
- b. Develop a resource file for supervision activities, e.g. video presentation.
- c. Check all communication devices; e.g. cell phones, for their working order.
- d. Establish a plan for food preparation for supervised students and staff.
- e. Institute practice sessions for appropriate bus behavior, exiting procedures, etc.

2. Crisis Management Initiatives

- a. Gather appropriate information concerning weather conditions from weather bureaus.
- b. Decide on appropriateness of releasing students from school early. If decision is to maintain students in school building, activate central office and building level teams.
- c. Notify and maintain communication with the transportation department.
- d. Institute radio, e-mail, telephone and Channel 23 communication.
- e. Supervise students according to the extended supervision plan until travel to home is safe.

- f. If safety within a building is at risk, move students to the safest location in the building and institute communication with appropriate rescue organizations.
- g. Maintain communication with all institutions, e.g. police, fire, etc., to inform them of school's situation.

3. Post-Crisis Initiatives

- a. Develop and institute a plan for student counseling, if appropriate.
- b. Review the crisis event and evaluate the effectiveness of crisis management strategies.
- c. Develop a written report of the crisis for future reference within three weeks.

B. Acts of Violence

Acts of violence include any situation where students or adults are in danger as a result of aggressive action against an individual or group of individuals. Hostage situations, shootings, and civil disobedience are examples of the most common acts of violence in a school setting or at a school function.

1. Pre-Crisis Initiatives

- a. Establish and enforce a policy in all schools that visitors are required to go to the school office upon entering a building. The exception would be the Riverside Campus during school hours with all visitors reporting to the Sheriff at the board office entrance.
- b. Establish a practice of using "Visitor" badges so that all persons are identified as having complied with appropriate entrance procedures.
- c. Lock all doors, other than the most essential to the normal functioning of the school program.
- d. Establish an in-house code system to alert staff to a potential problem.

2. Crisis Management Initiatives

- a. Call police immediately if there is a person in the building who has not complied with appropriate procedures.
- b. Use code system to alert staff to a problem.
- c. Communicate the potential for danger with the Superintendent's office.
- d. Superintendent's Office should place other schools on alert by notifying them of an existing problem in one of our buildings.
- e. Make an all school announcement directing teachers to remain in secured classrooms with their students and take attendance. Attendance will be collected by the office.
- f. Implement appropriate parent communications.

3. Post-Crisis Initiatives

- a. Develop and institute a plan for student counseling, if appropriate.
- b. Establish a re-entry plan for students.
- c. Review the crisis event and evaluate for the effectiveness of crisis management strategies within three weeks.

C. Natural Disasters Impacting One or More Buildings

Natural disasters include events that place students or adults at risk in the school building; the most typical event for school buildings is an earthquake. Other examples include any act of nature that affects the structural integrity of the school building, the release of airborne toxins, a problem at the Perry nuclear plant, etc.

1. Pre-Crisis Initiatives

- a. Maintain appropriate inspections of the school buildings to minimize risk from natural disasters.
- b. Establish safety procedures to relocate students and adults to the safest location within the school district (follow the emergency plan established by the emergency management agency for a problem at the Perry Nuclear Plant).

- c. Organize and institute educational activities reinforcing the potential for natural disasters and identify appropriate procedures for a school setting.

2. Crisis Management Initiatives

- a. Communicate immediately with fire and police departments to seek assistance.
- b. Implement alarm procedures.
- c. Seek medical assistance, if necessary.
- d. Communicate with the Superintendent's office.
- e. Relocate students if necessary.

3. Post-Crisis Initiatives

- a. Develop and institute a plan for student counseling if appropriate.
- b. Reinforce appropriate education for all students.
- c. Review the crisis event and evaluate the effectiveness of crisis management strategies.
- d. Develop a written report of the crisis for future reference within three weeks.

D. Fire

Fires are one of the most common forms of crisis in school buildings. Fires can be the results of accidents involving electrical wiring or equipment, natural causes, malicious intent, or a variety of other causes. Schools need to be prepared. Effective measures can prevent fires and efficient actions can limit harm to students or adults.

1. Pre-Crisis Initiatives

- a. Maintain appropriate inspections of the school buildings to minimize risk from fire.
- b. Assure the proper maintenance of fire equipment located in the building.

- c. Establish safety procedures to relocate students and adults to the safest location outside the school building.
- d. Organize and institute educational activities reinforcing the importance of fire prevention.

2. Crisis Management Initiatives

- a. Communicate immediately with fire and police departments to seek assistance.
- b. Implement alarm procedures.
- c. Seek medical assistance if necessary.
- d. Initiate appropriate parent communications including parent pick-up procedures.
- e. Relocate students if necessary. Perform all necessary drills.

3. Post-Crisis Initiatives

- a. Develop and institute a plan for student counseling if appropriate.
- b. Reinforce appropriate education for all students.
- c. Review the crisis event and evaluate the effectiveness of crisis management strategies within three weeks.

E. Suicide or Death

All too frequently schools are subjected to the death of a student or faculty member. School offices should be prepared to deal with death in a sensitive manner. Deaths are often sudden and unexpected. Communications and constructive intervention are important considerations.

1. Pre-Crisis Initiatives

- a. Establish a wellness program in health education that supports positive human development.
- b. Establish other school programs that would prevent harm to students and possible death, e.g. "Project Care," "Character Counts."

- c. Establish a secure and safe school environment free from the potential for accidental death.
 - d. Utilize the guidance department to have a team trained to deal with death or suicide.
 - e. Attend to all warning of pending violence.
2. Crisis Management Initiatives
- a. Initiate support strategies for family members or others closely associated with the deceased.
 - b. Establish a location in the school where students or adults can find support and comfort from others.
 - c. Activate a team of counselors to support students and adults.
 - d. Establish and implement a re-entry plan for students.
3. Post-Crisis Initiatives
- a. Support the grieving process.
 - b. Continue long-term counseling techniques for students and staff.
 - c. Review the crisis event and evaluate the effectiveness of crisis management strategies.
 - d. Develop a written report of the crisis for future reference within three weeks.

F. Accidents

Accidents happen. Schools have the responsibility to attempt to foresee accidents and be prepared to deal with a variety of potential accident situations. Not all accidents represent a widespread crisis, but automobile accidents and/or accidents internal to a school building or school grounds can lead to a crisis situation.

1. Pre-Crisis Initiatives

- a. Establish routine safety precautions to avoid accidents on school property.

- b. Develop and implement a regular maintenance cycle of all equipment.
- c. Provide appropriate resources to treat individuals or groups of individuals.
- d. Establish educational activities that draw attention to the importance of accident prevention.
- e. Provide periodic basic training in First Aid and CPR to the staff.

2. Crisis Management Initiatives

- a. Communicate the status of an accident to the proper authorities, e.g. fire and police departments.
- b. Communicate the status of an accident with the Superintendent's office.
- c. Communicate the status of an accident with the parents or guardians of involved students.
- d. Minimize rumors within the school building by providing appropriate all-school communication.
- e. Move students to a safe location inside or outside of the building if an accident results in their potential harm.
- f. Identify a counseling area for students or adults in need of counseling service.

3. Post-Crisis Initiatives

- a. Develop and institute a plan for student counseling if appropriate.
- b. Reinforce appropriate education to all students.
- c. Develop a written report of the crisis for future reference.
- d. Review the crisis event and evaluate the effectiveness of crisis management strategies within three weeks.

G. Emotional Trauma

A variety of events can traumatize students and adults in a school setting. Some events require appropriate actions to reduce anxiety and fear. The sudden death of a public figure, information concerning a public tragedy, etc. can create potential trauma requiring action by school officials.

1. Pre-Crisis Initiative

- a. Establish a vehicle for large group and small group communications with students and teachers.

2. Crisis Management Initiatives

- a. Collect all appropriate information regarding an event that can lead to trauma among students and adults in a school building.
- b. Disseminate information in a thoughtful manner, to large or small groups of students and adults.
- c. Maintain information updates to reduce anxiety.
- d. Establish counseling opportunities for students and adults, if necessary.
- e. Refer all media to the Superintendent's Office.

3. Post-Crisis Initiative

- a. Support teachers in organizing discussions in classrooms or other groupings to reduce anxiety/tension for future trauma.
- b. Develop a written report of the crisis for future reference.
- c. Review the crisis event and evaluate the effectiveness of crisis management strategies within three weeks.

H. Child Abduction

Child abduction in and out of the school setting represents a crisis situation. The most common child abductions occur as students walk to and from school, but abduction within the school building happens as well.

1. Pre-Crisis Initiative
 - a. Organize and institute training sessions for all students regarding appropriate actions to take when confronted by an aggressive individual.
 - b. Educate students about the dangers of talking to strangers, accepting invitations for a ride in a stranger's automobile, etc.
 - c. Establish "hot line" communication with sheriff's department.
2. Crisis Management Initiatives
 - a. Collect all appropriate information regarding an event that can lead to trauma among students and adults in a school building.
 - b. Contact police immediately.
 - c. Report abduction to the Superintendent's office.
 - d. Superintendent's office communicates alert with other buildings.
 - e. Implement appropriate parent communication.
3. Post-Crisis Initiative
 - a. Support teachers in organizing discussions in classroom or other grouping to reduce anxiety/tension for future abduction concerns.
 - b. Develop a written report of the crisis for future reference.
 - c. Review the crisis event and evaluate the effectiveness of crisis management strategies within three weeks.

I. Bomb Threat/False Alarms Procedure

False alarms occur in the school setting usually in the form of pulled fire alarms, bomb threats, or rumors. All threats must be taken seriously with safety procedures followed.

1. Pre-Crisis Initiative
 - a. Establish and enforce a policy of "zero tolerance" regarding false alarms included in the student handbook.

- b. Students and their parents should be educated as to the importance of not making false alarms, also with the possible consequences of doing so.
- c. Establish a plan for student supervision considering the possibility of inclement weather.
- d. Understand that all threats will be taken seriously.

2. Crisis Management Initiatives

- a. Follow fire alarm procedures to evacuate the building.
- b. Call the fire department, the sheriff's department, and the security company.
- c. Report the incident to the Superintendent's office.
- d. Evacuation should be to a certain area if the threat is from a bomb, e.g. RCAF Field House.
- e. Appropriate authorities (Sheriff's department) will search the building.
- f. In the case of inclement weather, structures such as gymnasiums will be searched first to allow students to re-enter the building.
- g. If re-entering is not possible, an alternative site will be determined.
- h. Before entering the building, permission will be obtained from the Sheriff's department.
- i. Teachers will be responsible for taking the attendance of their classes.

3. Post-Crisis Procedures

- a. Reinforce appropriate education for all students.
- b. Maintain rumor control.
- c. Develop a written report of the crisis for future reference.
- d. Review the crisis event and evaluate the effectiveness of crisis management strategies within three weeks.

J. Handling Suspicious Letters or Packages

Anthrax threat letters have been received. Most were empty envelopes or contained powdery substances. All threats must be taken seriously with safety procedures followed.

1. Pre-Crisis Initiatives

- a. Establish and enforce a policy of “zero tolerance” regarding threatening letters in the student handbook.
- b. Students and their parents should be educated as to the importance of not mailing threatening letters, including the possible consequences of doing so.
- c. Establish a plan for student supervision considering the possibility of inclement weather.
- d. Understand that all threats will be taken seriously.

2. Crisis Management Initiatives

- a. Do not shake or empty the contents of any suspicious envelope or package.
- b. Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- c. Then LEAVE the room and CLOSE the door, or section off the area to prevent others from entering.
- d. Wash your hands with soap and water.
- e. Follow fire alarm procedures to evacuate the building. Keep individuals away from the secured area.
- f. Call the sheriff’s department, fire department, and the security company.
- g. Report the incident to the Superintendent’s office.
- h. Evacuation should be to a certain area if the threat is involves an anthrax letter.
- i. Appropriate authorities (sheriff’s department) will search the building.

- j. In the case of inclement weather, re-entering the gymnasium will be considered.
- k. If re-entering is not possible, an alternative site will be determined.
- l. Before entering the building, permission will be obtained from the sheriff's department.

m. Teachers will be responsible for taking attendance in their classes.

3. Post-Crisis Procedures

- a. Reinforce appropriate education for all students.
- b. Maintain rumor control.
- c. Develop a written report of the crisis for future reference.
- d. Review the crisis event and evaluate the effectiveness of crisis management strategies within three weeks.

Shelter-In-Place

In the event of a chemical, biological, or radiological emergency, schools may have to “Shelter-In-Place.” If the event involves the Perry Nuclear Power Plant then the standard operating procedure will be followed. The principals will be responsible for practicing the “Shelter-In-Place” procedure to prepare for an emergency.

Procedure:

- **Close the school. Activate the school’s emergency plan. Follow reverse evacuation procedure to bring students, faculty, and staff inside.**
- **If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide direction to shelter-in-place, they want everyone to take these steps now, where they are, and not drive or walk outdoors.**
- **Select an area where the shelter-in-place will occur.**
- **If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice and that they are safe.**
- **Provide directions to close and lock all windows, exterior doors, and any other opening to the outdoors.**
- **Turn off all fans, heating and air conditioning systems along with air handlers.**
- **Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.**
- **Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Large rooms such as a gymnasium without exterior windows will also work well.**
- **It is ideal to have a hard-wired telephone in the room(s) you select.**
- **Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room. Towels may be used to cover the bottom of doors.**
- **Teachers should take attendance with additional names being written down.**
- **Shelter-in-place should continue until the principal/head teacher knows the emergency is over.**

IV. Parent Expectations

The Painesville Township School District has a responsibility to prepare for crisis situations; however, our parents have a responsibility as well. Specific responsibilities that would promote a coordinated effort between the home and the school include:

1. Submit and update appropriate emergency information to the school office.
2. Make arrangements for supervision of children during an early or unexpected release from school.
3. Read and discuss with your child all handbook information concerning safety procedures.
4. Obtain a crisis management plan from your child's school if you have any questions regarding security.
5. Follow appropriate communication procedures.
6. Routinely counsel your child on safety precautions.
7. Inform the school office of potential crisis situations or other unsafe conditions. (SAFE SCHOOL HELPLINE)
8. Attend information programs offered by the school or district concerning safety issues.
9. Exercise judgement. If you feel sending a child to school is dangerous, supervise the child at home regardless of school decisions.
10. Inform the school of any custody issues regarding the child.

- V. Crisis Procedure Checklist
- A. Assess life/safety issues immediately.
 - B. Provide immediate emergency medical care.
 - C. Call 911 and notify police/rescue first. Call Superintendent second.
 - D. Convene the Crisis Team to assess the situation and implement the crisis response procedures. Have a code word to “all call” the team to a specific area.
 - E. Determine the best method to alert staff to the situation.
 - F. Activate crisis communication procedures.
 - G. Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
 - H. Secure all areas.
 - I. Evaluate available and needed resources.
 - J. Alert persons in charge of various information systems to prevent confusion and misinformation. Determine best way to notify parents.
 - K. Contact appropriate community agencies for assistance.
 - L. Implement post-crisis procedures. Evaluate the implementation of the plan.

VI Crisis Situation Media Parameters

Unless this duty is specifically delegated to another, the SUPERINTENDENT OF THE DISTRICT shall make all official district statements to the media.

- A. All media correspondence, news releases, interviews, etc. shall be approved by the office of the Superintendent or his designee(s), 585 Riverside Drive, Painesville, Ohio 44077; phone (440)-352-0668.
- B. No students will be interviewed by any media representative within the school building or on district school premises without the permission of the Superintendent or designee(s).
- C. Faculty and staff members are encouraged to obtain permission from the Superintendent or his designee prior to being interviewed by a media representative.
- D. No cameras or video recording and transmission equipment of any type will be allowed within the district properties without the permission of the Superintendent or his designee.
- E. All official school communication will come from the office of the Superintendent, phone (440)-352-0668.
- F. All members of the media are asked to show consideration for the emotional welfare and educational interests of the students through cooperation within these parameters.

VII Support Groups

Safe School Hotline: 1-800-418-6423 Ext. 359

Jay Morgan 614-760-2820

www.ed.gov/emergencyplan

EMERGENCY SERVICES

Sheriff's Department: 354-3434

Dan Dunlap 350-5220

Larry Green 350-5456

Grand River Police: 354-3434

Fire Department:	911
Nursery/Bowhall	352-6996
Nye Road	352-7443
Concord	354-7503
Chardon	285-3131
Grand River	354-3513
Leroy	354-3434

F.B.I.: 354-9927

Department of Emergency Service: 951-5252

OSHA

1-800-8671-6858

614-644-2246

Fax 614-644-3133

Protection One: 1-800-672-3462

Arrowhead Professional Services: 357-1302 Fax: 357-1343

Don Offi

Lake County Emergency Hotline: 953-5470

UTILITIES

East Ohio Gas: 946-8776 or 466-6233

Consumers Ohio Water Company: Business Hours 255-3421

After Hours 257-6190

Channel 23: 357-0995 Joe Pohl

First Energy: (800)-589-3101
(440)-717-5477

Lake County Utilities: (440)-350-2645
Sewer (440)-354-5068
Water (440)-354-5068

Perry Nuclear Plant: (440)-953-5469
(440)-953-5470

Painesville Power: 639-4826
639-4827

Lake County Road Department: 354-7506

Laketrans: 354-6100

Lake East Hospital: 354-2400

AGENCIES

Juvenile Court: 350-3000

Lake County Narcotics Agency: 951-9756

Lake County Board of Commissioners: 350-5555
OSBA Safe Steps Program: (614)-540-4000

National Weather Service: (216)-265-2370

Poison Control Center: (216)-231-4455 (local)
(888)-231-4455

Lake County Crisis Hotline: (440)-953-8255
(440)-357-7300
(800)-411-0103

Painesville Township Schools: 352-0668

Director of Guidance: 352-3341 Beverly Lee

Lake County Educational Service Center Psychologists
Jane Murphy (440)-350-2285 (work)
(440)-255-9776 (home)

Rebecca Tresslor (440)-350-2394 (work)
(440)-357-9952 (home)
Character Counts: 1-800-711-2670

Project Care: 440-838-8942

The North Coast Center: 953-9999 Jonathan Lee

Department of Human Services: 350-4000

EMERGENCY SHELTER

Catholic Charities Services 352-6191 / 946-7264

Forbes House 357-1018 / 953-9779

Lake County Department of Job and Family Services
350-4000 / 918-4000 / 298-3357

Pathways 918-1000 / 888-854-0516

Project Hope for the Homeless 953-LINK / 800-654-LINK
Evening / Weekends 352-6191 / 946-7264

Salvation Army 354-3774

EMERGENCY FOOD

First Call for Help (Cleveland) 216-436-2000

Lake County Food Bank 951-3646 / 354-5766

St. James Episcopal Church 354-3526

CLOTHING

Hope Chest 350-4453 / 918-4453 / 298-3357

MEDICAL

Family Planning 352-0608 / 942-1444

Free Medical Clinic 352-8686 / 800-559-0058

**Hospice (216)-486-6287
(800)-707-9922**

Lake County General Health District 350-2543 / 918-2543

MENTAL HEALTH

Catholic Charities Services 352-6191 / 946-7264

Cross Roads (440)-255-1700

Lake County Crisis Hotline 953-TALK / 357-7300 / 800-411-0103

Lake-Geauga Center on Alcoholism and Drug Abuse 255-0678 / 951-3511

Neighboring Mental Health Services 354-9924 / 942-1398

Pathways 918-1000 / 888-854-0516

Victim Recourse Center of UHHS – Laurelwood Hospital
953-3260 / 800-777-7244

Western Reserve Counseling Services 352-8954 / 942-7524

FINANCIAL/HOUSING

Catholic Charities Services
352-6191 / 946-7264

Lake County Department of Job and Family Services
350-4000 / 918-4000

Lake Metropolitan Housing
354-3347 / 800-371-4795

Lifeline
354-2148 / 942-4839

New Directions for Living, Inc.
357-6142

Salvation Army
354-3774

Social Security Administration
800-772-1213 / 800-325-0778

VIII Individual School Response Teams

All teams can add additional members with the requirement that a classified employee be on each team.

RIVERSIDE CAMPUS

1. Mr. David Toth
2. Mrs. Lee
3. Mr. McKenrick
4. Mr. Bellios
5. Mrs. Mlakar
6. Mr. Menko
7. Mrs. Lindberg

LaMUTH MIDDLE SCHOOL

1. Mr. Kujala
2. Mr. Frimel
3. Mr. Mlinaric
4. Mrs. Berry
5. Mr. Terelle

Teacher in charge:

Mike Terelle
Karen Berry

BUCKEYE ELEMENTARY

1. Mrs. Lann
2. Mrs. Armillie
3. Mrs. Frabotta
4. Mrs. Steinke
5. Mrs. Braski
6. Mrs. Tina Smith

Teacher in charge:

Roz Frabotta

HADDEN ELEMENTARY

1. Mr. St. Clair
2. Mrs. Gina Smith
3. Mr. Lette
4. Mrs. Johnson
5. Mr. Bartlett
6. Mrs. Percival
8. Ms. Boesch

Teacher in charge:

Jennifer Johnson

HALE ROAD ELEMENTARY

1. Mr. Miley
2. Mrs. Armillie
3. Mrs. Bell
4. Mrs. Deak
5. Mrs. Pfingsten
6. Mr. Brewer
7. Mr. Ness

Teacher in charge:
Cheryl Blizzard

LEROY ELEMENTARY

1. Mrs. Rolf
2. Mrs. Armillie
3. Mr. Buckley
4. Mrs. Pritt
5. Mrs. Moon
6. Mr. Braski/Mr. Ness
7. Mrs. Kennedy/Mrs. McDonald

Teacher in charge:
Karen Moon

MADISON AVENUE ELEMENTARY

1. Ms. Walker
2. Mrs. Armillie
3. Mr. Kalb
4. Mrs. Zarack
5. Mrs. Clack
6. Mrs. Breaux

Teacher in charge:
Adam Kalb

MELRIDGE ELEMENTARY

1. Ms. Norman
2. Mrs. Armillie
3. Mr. Wayner
4. Jan Wunderlich
5. Julie Weber
6. Mrs. Martin
7. Mrs. Pietila

Teacher in charge:
Julie Weber

MAINTENANCE

1. Mr. Hoyt
2. Mr. Heath
3. Mrs. Goodrich

TRANSPORTATION

1. Mr. Davis
2. Mrs. Schoeneich
3. Mrs. Darlene Douglas

OBJECTIVE

- A. To maintain a safe environment for all our students and staff.
- B. To meet the special needs of an individual student or groups of students.
- C. To communicate with our staff, students, parents, and constituents through a practical and effective manner.
- D. To maintain effective instruction while following established routines and rules.
- E. To be unified and predictable in our plan of action in the event of a crisis.

Homeland Security Advisory System

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American public. This system provides warnings in the form of a set of graduated “Threat Conditions” that would increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies will implement a corresponding set of “Protective Measures” to further reduce vulnerability or increase response capability during a period of heightened alert. There are five Threat Conditions, each identified by a color. From lowest to highest, the levels and colors are:

Low = Green
Guarded = Blue
Elevated = Yellow
High = Orange
Severe = Red.

Listed below are the higher-level Threat Conditions and suggested protective measures:

Elevated Condition (Yellow). An Elevated Condition is declared when there is a significant risk of terrorist attacks. Federal departments and agencies should consider the following general measures in addition to the Protective Measures that they will develop and implement:

1. Increasing surveillance of critical locations;
2. Coordinating emergency plans as appropriate with nearby jurisdictions;
3. Assessing whether the precise characteristics of the threat require the further refinement of preplanned Protective Measures; and
4. Implementing, as appropriate, contingency and emergency response plans.