

**Sequoia Union Elementary School District
SAFE & SECURE SCHOOL PLAN**

SAFETY COORDINATORS - Mr. Perry D. Jensen & Mr. Jerry Line

***STEP 1-* Create 2018-2019 Safe & Secure School Plan.**

***STEP 2-* Read 2018-2019 SSSP Checklist on Page 1.**

***STEP 3-* Ensure that all staff have received a copy of the plan and have been briefed on:**

- A. School Safety**
- B. School Security**
- C. School Drills (Fire, Earth Quake, A.L.I.C.E.)**
- D. Evacuation Maps**
- E. Sudden Cardiac Arrest in Teens**
- F. Suicide Prevention (Incorporated and as a separate package)**

Safe & Secure School Plan Checklist

E	CDS Code (pg. 2)
E	Safe & Secure School Team (pg. 6)
E	School Safety Walk (pgs. 7-10)
E	Evacuation fill in & holding areas (pg. 11)
E	Threat Assessment Management Team (pg. 12)
E	First Aid Responders (pgs. 13 & 14)
E	Name of person responsible for monthly AED checks (pg. 13)
E	Immediate Care Responders (pg.15)
E	Pandemic Influenza Parent Reunification Plan including: (pgs. 16 - 19)
E	<ul style="list-style-type: none">• Parent Reunification (pgs. 18-19)
E	<ul style="list-style-type: none">• Team Members (pgs. 20-21)
E	Fire Drill Schedule (pg. 25)
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E	Phone Tree (pg. 27-28)
E	Campus Visibility Deployment of Staff (pg. 29)
HC	Signature Page (pg. 30)
HC	Site Evacuation Maps (Attachments)
HC	Off Campus Evacuation Map (map of site, you can draw route and site, give name and address)
E	Distributed to all staff, date provided, and training to support program

E=Electronically
HC=Hard Copy

**Sequoia Union Elementary School District
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
For Sequoia Union Elementary School
CDS Code
54 72116 0134973
From: 2017 TO 2018**

A school must be a safe environment for both the student and the staff and is paramount to effective student learning.

Contact Person: Mr. Perry D. Jensen

Position: Superintendent/Principal

Telephone Number: (559) 564-2106/(559) 769-5755

E-Mail address: pjensen@sequoiaunion.org

Comprehensive Safe & Secure School Plan

July 2018

Purpose and Scope

The Sequoia Union Elementary School (SUES) Comprehensive Safe & Secure School Plan (SSSP) provides guidance and direction to Administration, faculty and staff who have emergency management responsibilities. The School Comprehensive Safe & Secure School Plan shall be used during an emergency incident involving either School Site.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact Perry D. Jensen, or Jerry Line, as quickly as possible. They will respond immediately to the emergency and alert the appropriate members of the District Safety Team.

Safe & Secure School Team (SSST)

SUES will have a Safe & Secure School Team (SSST) to take charge of emergencies, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team will consist of the Principal and/or designee, office manager, certificated and classified employees. Each person has an alternate should the primary not be on campus, or is incapacitated.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional and State.** (*As developed under FEMA, Introduction to Incident Command System ICS 100*)

The school site Safe & Secure School Team (S&ST) carries out the Field Response level of crisis and emergency management, the School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level. (*Guide for Developing High-Quality School Emergency Operations Plans, Multi-hazard Planning for Childcare IS-36, ICS 100 SCa: Introduction to the Incident Command System for Schools*)

By standardizing key elements of the emergency management system, SEMS is intended to:

- Facilitate the flow of information within and between levels of the system,
- Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration**. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outline above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

- 1) Child Abuse ([CA Pen. Code 11164-11174.3](#), AB1432 – Mandated Reporter mandatedreporter.ca.com)
- 2) Disciplinary Steps ([Ed. Code 48975©](#), [Ed. Code 35291](#), [Ed. Code 35291.5](#))
- 3) Teacher Notification of Dangerous Pupils ([Ed Codes 48900](#), [48900.7](#), [48905](#), [48915](#), & [49079](#))
- 4) Discrimination / Sexual Harassment ([Equal Opportunity Commission & Office of Civil Rights](#))
- 5) Dress Code – See Parent/Student Handbook ([Ed Code 35183](#))
- 6) Hate Crime Reporting ([18 U.S. Code 249](#))

Directions

1. Establish:

- ✓ Safe & Secure School Leadership Team
- ✓ Safety Walk
- ✓ Threat Assessment Team/Student Wellness Team
- ✓ First Aid Responders
- ✓ Pandemic Influenza Management Plan with reunification team and on campus location established for student/parent reunification.

2. Complete School Safety Walk

3. Stage 1 Site Evacuation maps are developed by Maintenance. If you need to adjust your evacuation map, please notify Perry D. Jensen at pjensen@sequoiaunion.org

4. Off campus evacuation are after appendices in this plan.

5. Establish:

- ✓ 2018-2019 Fire Drill Schedule – Once per month at the elementary and middle school level and three times per year at the high school. (before/after school, lunch, instructional time)
- ✓ 2018-2019 Lockdown drill – At least three times per year – (before/after school, lunch, instructional time).
- ✓ 2018-2019 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)
- ✓ School Phone Tree
- ✓ Visibility of staff deployment plan

Note: The strategies for improving school safety are a responsibility of all staff. Should you see something that you feel needs to be implemented or can be improved contact Perry D. Jensen or Jerry Line.

6. Update the templates of the plan to reflect current areas of responsibility at your site.

7. Work closely with the School Site Counsel. Remember the School Site Counsel has the responsibility of approving the final plan and must be involved in its development. Please calendar a meeting in January or February to discuss and approve plan.

8. Submit your Comprehensive Safe & Secure School Plan to Perry D. Jensen at pjensen@sequoiaunion.org Completed plans must be submitted no later than March 1 of the school year.

Safe & Secure School Teams

Please note that the Safe & Secure School Teams function has been organized to align with the Federal Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe & Secure School Teams should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Area Superintendent. Safe School Leadership Team is listed below.

Safe & Secure School Teams

		Name	Phone
Incident Command/BPE	Superintendent/Principal	Perry D. Jensen	Ext.221 c559-769-5755
	1. Alternate	Julie Sullivan	Ext.207 c559-936-2233
	2. Alternate	Sharon Adams	Ext.216 c559-908-8765
Planning/Intelligence	Office Manager	Velinda McBride	Ext.223 c559-802-7792
	1. Alternate	Devon Navarro	Ext.222 c559-568-6353
	2. Alternate	Traci Fricke	Ext.224 c559-568-6665
Operations	Assistant/Representative	Heather Burkhart	Ext.213 c865-567-9168
	1. Alternate	Kelly Zerlang	Ext.214 c559-901-4738
Logistics	Plant Coordinator	Jerry Line	Ext.226 c559-779-8418
	1. Alternate	Mark Oldham	Ext.226 c559-239-7256
Other	Kitchen Manager	Hope Wagner	Ext.228 c559-730-6103
	1. Alternate	Linda Marks	Ext.228 c559-597-2535
	Teacher	Janene Keller	Ext.220 c559-936-3592
Other	1. Alternate	Janelle von Helf	Ext.201 c559-805-7347
	Campus Security Coordinator	Jerry Line	Ext.226 c559-779-8312

SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the "Safety Walk" of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc... This information is vital in the development of your Safety Plan.

Exterior of School Building/BPE	Checked & in order	Needs Attention	J-Order in process
Gates - lockable	X		
Fences - stable and no broken areas		X	
Appropriate school zone signs in position	X		
Free of graffiti	X		
External utilities secured and locked	X		
Roof hatches secured and locked	X		
Shrubs trimmed	X		
Doors and windows in working order and lockable from inside	X		
Outdoor lighting illuminate all areas of use during night hours		X	
Exterior cameras in good working order where applicable	X		
PA system in good working order and has the ability to be used outdoors (i.e. field area)	X		
Playground equipment safe and fall-protection material placed on the ground below equipment		X	
Athletic facilities & external building are secured & illuminated at night		X	
Dumpsters and garbage cans are secured	X		
Parking lots are well-lit	X		
No parking zone within 5ft. of the building	X		
Sidewalks free from cracks and tripping hazards		X	
Fields are free from potholes	X		
Bike racks secured	X		
Gym bleachers are safe and in working condition	N/A		

Interior of School	Checked & in order	Needs Attention	J-Order in process
Doors and windows are in working order and lockable from inside	X		
Exit lights in working order	X		
Universal evacuation signage is posted in every room near the door and in hallways	X		
The District Emergency Telecommunication Center's number is posted in every room	X		
Computer/server rooms secured and appropriately ventilated	X		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	X		
Visitor pass protocol is in effect	X		
Staff wear ID badges	X		
Classroom	Checked & in order	Needs Attention	J-Order in process
Classroom emergency guide is posted	X		
Emergency folder is easily accessible	X		
Evacuation map is posted	X		
Classroom phone has the emergency phone # sticker		X	
Doors and windows are lockable from the inside	X		
Peepholes are installed	n/a		
Equipment Needs	Have enough	Need	How many?
Vests		X	
Radios	X		
Crossing guard signs	X		
Cones for parking	X		
Caution signs	X		
Golf carts	X		
First aid kits	X		
Other			
<p>NOTES: All classrooms have the ability to provide sanitary needs in the case of having to remain in room during a lock-down or other hazardous condition. Still need to procure food with a long shelf life.</p>			

Evacuation (Off Campus)

In the case of an Evacuation, all students/staff will travel to the following sites and wait instruction.

SITE - County Fire Department Complex

ALTERNATE SITES - Corner of Ave 324 and Road 236

Contact Person: Mr. Perry D. Jensen (pjensen@sequoiaunion.org) Mr. Jerry Line (jline@sequoiaunion.org)

Student holding areas: Please take into consideration all special needs of your students when deciding holding areas

Sequoia Union Elementary Student placement is based on proximity to existing facilities and need

**Sequoia Union Elementary School
THREAT ASSESSMENT TEAM**

When a staff member identifies an individual or group that may pose potential harm to themselves or others, the school will convene the Threat Assessment Team (TAT). The task of the TAT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the school site's response to threats, counseling referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the counseling referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Perry Jensen 559-769-5755	Superintendent/Principal	Jerry Line 559-779-8312 Campus Security	
Mr. Judah Tanner	School Psychologist	Psychologist from TCOE	
Tulare County Sheriff's Dept. (559) 636-4625	Law Enforcement	Perry Jensen/Jerry Line	
TCOE Nurse Mrs. Dutch	School Nurse	Ms. Kaile Morris On Site School Nurse (559) 798-6979	
Other TAT Members	Janelle von Helf/Teacher	Julie Sullivan/Teacher	Velinda McBride/Office Manager

Ed Code 7 Delegate of Powers
FIRST AID RESPONDERS

Each school site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR-First Aid-AED.** In an emergency situation, any staff member may provide assistance. Insure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the **2018 – 2019** school year.

CPR/AED	FIRST AID	Expiration	NAME	TITLE	Room/Phone
			Kaile Morris	TCOE Nurse	(559) 798-6979
			Perry D. Jensen	Superintendent/Principal	(559) 769-5755
			Velinda McBride	Office Manager	(559) 802-7792
			Devon Navarro	Front Desk/ Registrar	(559) 568-6353
			Nayeli Rodriguez	Aide	(559) 568-6690
			Janelle von Helf	Teacher	(559) 805-7347
			Hope Wagner	Cafeteria Manager	(559) 730-6103
			Jason Castillo	Teacher	(559) 936-0550
			Joel Nunes	Teacher	(559) 967-0533

AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who are responsible for the monthly AED maintenance check. (If applicable)

NAME Ms. Kaile Morris	School Nurse
NAME Mr. Perry D. Jensen	Superintendent/Principal

First Aid Responders Coverage (for those responsible for students)

In the case the First Aid Responders are activated, the following staff will be responsible to cover classes for those responding.

Name	Title	Room/Phone
Perry D. Jensen	Superintendent/Principal	Ext. 221 (559) 769-5755 (cell)
Velinda McBride	Office Manager	Ext. 223 (559) 802-7792 (cell)
Devon Navarro	Registrar	Ext. 222 (559) 568-6353 (cell)
Hope Wagner	Director of Food Services	Ext. 228 (559) 730-6103 (cell)
Jerry Line	Director of Maintenance	Ext 226 (559) 779-8312 (cell)

Emergency First Aid Guidelines for California Schools is the guide for providing first aid.

The guidelines and first aid supplies are located in the office and specified classroom.

The guidelines chart contains Universal Precautions for blood borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident. Blood and body excrements will be cleaned up appropriately and disposed of in a Bio-Hazard Bag, and placed in the Bio-Hazard Receptacle.

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students, if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2018 -2019** school year at Sequoia Union Elementary School.

NAME	TITLE	ROOM/PHONE
Perry D. Jensen	Superintendent/Principal	Office/Ext. 221 Cell: (559) 769-5755
Kaile Morris	Nurse	Office/Ext. 224 Cell: (559) 798-6979
Jerry Line	Campus Security Coordinator	Bus Barn Ext. 226 Cell: (559)779-8312
Nayeli Rodriguez	Yard Duty Aide	Cafeteria Ext. 235 Cell: (559) 568-6690
Hope Wagner	Cafeteria Manager	Cafeteria Ext. 228 Cell: (559) 730-6103
Devon Navarro	Front Office	Office/Ext. 222 Cell: (559) 568-6353

*A confidential list of all students in the category must be kept in nurse's office as well as with the school safety coordinator.

The school has Emergency First Aid Bags (for disaster only) stocked with first aid supplies. The "Emergency First Aid Guidelines for California Schools" and the Emergency Bags are located in the classes specified in the attached map.

Communication

List the modes of communicating with your staff in the case of a crisis.

Primary School Walkie Talkies

Alternate Cell Phones

Alternate Runners

Sequoia Union Elementary School District Pandemic Influenza Management Plan

The Sequoia Union Elementary School District Pandemic Influenza Management Plan consists of several components including the Tulare County Office of Education (TCOE) Comprehensive Safe School Plan, Appendixes, Emergency Support Functions, Support Annexes and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and therefore serves to augment the TCOE Comprehensive Safe School Plan and other components. In order to ensure efficient and effective emergency management, the TCOE Pandemic Influenza Management Plan document must be implemented in its entirety.

PHASES OF A PANDEMIC

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take, and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Sequoia Union Elementary School District Goals
<p>Interpandemic Period</p> <p><i>Phase 1</i> – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</p> <p><i>Phase 2</i> – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</p>	<p>Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.</p> <p>Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.</p>	<p>Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.</p> <p>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.</p>

Pandemic Phases	Public Health Goals	Sequoia Union Elementary School District Goals
<p>Pandemic Alert Period</p> <p><i>Phase 3</i> – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</p> <p><i>Phase 4</i> – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.</p> <p><i>Phase 5</i> – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).</p>	<p>Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases.</p> <p>Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.</p> <p>Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.</p>	<p>Ensure all personnel are knowledgeable about the latest epidemiological information.</p> <p>Review and update business continuity plans per Base Plan.</p> <p>Ensure that best practices for infection detection and control measures are followed.</p> <p>Ensure adequate resources for staff/student protection.</p> <p>Ensure that SUES is implementing best practice for social distancing techniques per LHO guidelines, including reducing the school activity calendar.</p> <p>Maximize communications with parents related to health and safety.</p>
<p>Pandemic Period</p> <p><i>Phase 6</i> – Pandemic is declared. Increased and sustained transmission in the general population.</p>	<p>Implement response measures including social distancing to minimize pandemic impacts.</p>	<p>Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions.</p> <p>Follow LHO, social distancing, isolation and quarantine measures.</p> <p>Ensure maximum support and education for ill and affected students.</p>

Public Employees as Emergency Disaster Workers

During an emergency/crisis, the welfare of all district employees is as important as student wellbeing. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states: “A public employee becomes an emergency service worker in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared”.

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in the case they are called upon for after hour duty.

1. SUES assumes the following responsibilities:
 - a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.
 - b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
 - c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
 - d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Tulare County Department of Public Health and the Tulare County Office of Education Director of Health Services.
 - e. Develop and implement support plans for Health Clinics designated to be used as “immunization clinics” or “flu clinics” to triage/evaluate and/or treat influenza patients not requiring hospital care.

2. SUES assumes the following responsibilities:
 - a. The Principal/Designee will develop a response plan that will:
 - Identify chain of command in case of illness with a minimum of 2 back ups.
 - Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
 - Review procedures for sending ill individuals home and make adjustments if necessary.
 - Report the number of staff and students daily absent with pandemic flu to Mr. Jensen and Devon Navarro.
 - Designate office staff who will document actions taken.
 - Working with Mr. Jensen and Office Staff, provide information to all stakeholders on the extent of infection at school site and potential changes that might take place at school.
 - b. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Locations for Reunification are as follows: Tulare County Fire Department on Sierra Drive (Hwy. 198) and/or the corner of Ave. 324 & Road 236.

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all of the appropriate documentation such as sign out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer, if possible.
- ✓ Set up tables with appropriate signs:
 - a) 1 for registration desk
 - b) 1 for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
 - c) 1 for reunification team #2 (problem solving team)
 - d) 1 for parents to pick up letter and homework packages
 - e) 1 for nurse to answer questions if available
 - f) Set up a few tables where parents will line up so that they can fill out form while waiting. Place student release forms and pens on these tables
 - g) 1 table at location where students will meet their parent
 - h) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish (hearing impaired on as-needed basis on site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-h) above. Please ensure the team lead is a strong member of your management team.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK (list corresponding letter from above)
Velinda McBride	Sharon Adams	Office Staff	A Patrol Entrance
Perry Jensen	Jerry Line	Superintendent./Campus Security	B Monitor Halls
Joel Nunes	Ashley Ridenour/Pat Delman	Teachers/Staff	C Search and Rescue
Devon Navarro	Traci Fricke	Office Staff	D Communication Center
Janelle von Helf	Jason Castillo	Office Staff/Teachers	E First Responders
Hope Wagner	Kaile Morris	Office Staff/Teacher/Nurse	F Work with outside medical support providers
Devon Navarro	Missy Myers	Teachers/Staff	G Student Release/Parent Reunification
Betty Petlachi	Nayeli Rodriguez	Spanish Interpreters	
Linda Marks	Jenna Holly	Maintenance & Cafeteria	H. Check building utility systems and appliances for damage

All Other Staff will support and backfill as required to ensure the safe reunification of students and reduce potential hazards that may have been incurred.

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school site. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Principal/Safe & Secure School Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe & Secure School Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe & Secure School Team members are knowledgeable of location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

The following guidelines should be adhered to:

 - Include a sign-in sheet for all media to complete. (PC 627.2)
 - Follow the directions of the On-Scene ICS Commander/Admin. Only the Directors or designee is authorized to release information. **All other personnel should cordially refer the media to the Director/ICS Commander.**
 - Designate a person to record incidents for documentation purposes including debriefing.
6. Ensure that an emergency phone is in working order and that precautions are taken to keep that number private.
7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card).

8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
9. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus'.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
10. Schedule regular emergency drills and review the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
11. Plans alternate classroom evacuation routes if standard routes are obstructed.
12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

On-Campus Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Off-Campus Relocation: At the direction of the Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Police and Fire Department. (Examples: gas leak, fallen aircraft.)

Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both busses and autos)
 - Student Release area
 - Press area
- ❑ Teams
 - Threat Assessment Team
 - Student Release Team
- ❑ Emergency cards and census list (Always ready to be taken to student release area)
- ❑ Parent/Guardian sign out log or forms
- ❑ Impaired mobility list (Location of these students throughout the school day)
- ❑ Classroom evacuation materials (laminated guides, "go bags", binders or boxes that teachers will carry along with their roll books must be located in a standard site in all classrooms. Recommended placement to be next to the classroom exit).
- ❑ Communication Plan (How teachers will communicate to the Safe School Leadership team and visa versa)

2018 - 2019 Fire Drill Schedule

Month	Date	Time
August	21 Aug 2018	1:30 p.m.
September	14 Sept 2018	12:00 p.m.
October	22 Oct 2018	2:00 p.m.
November	8 Nov 2018	9:00 a.m.
December	11 Dec 2018	11:00 a.m.
January	8 Jan 2019	12:30 p.m.
February	4 Feb 2019	9:00 a.m.
March	14 Mar 2019	1:00 p.m.
April	30 April 2019	8:30 a.m.
May	15 May 2019	2:00 p.m.
June	3 Jun 2019	10:00 a.m.

2018 - 2019 Lockdown Drill Schedule

Trimester/Semester	Date	Time
Before/After School	24 Sept 18 / 27 Nov 18	8:20 a.m. Sept 21 & 3:10 p.m. Nov 17
Lunch	24 Jan 19 / 25 Feb 19	12:30 p.m.
Instructional Time	2 Apr 19 / 29 May 19	9:00 a.m.

2018 – 2019 Earthquake Drill Schedule

Date	Time
25 October 2018 – Great California Shake Out	10:30 a.m.
17 Dec 2018	9:00 a.m.
15 Feb 2019	10:00 a.m.
5 Mar 2019	2:00 p.m.

2018 – 2019 CERT Drill Schedule

Date	Time
6 November 2018	11:30 a.m.
14 January 2019	1:30 p.m.
22 March 2019	2:00 p.m.
20 May 2019	11:00a.m.

Imminent Danger/Lockdown Procedure

(Remain on Campus)

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made to signal staff to lock down. One long ring will indicate “All Clear”.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place (if other than library, indicate gathering place: **Tulare County Fire Dept. Building on Sierra Dr. (Hwy 198) and/or Corner of Ave 324 & Road 236**
In the nurse’s absence Devon Navarro will be responsible for overseeing First Aid Duties.
3. The Office Manager, Mrs. Velinda McBride, will maintain communication with Mr. Jensen, or designee and maintain internal communications.
4. Mrs. Devon Navarro and or Mrs. Traci Fricke will serve as emergency locators to notify parents, guardians, and/or doctors of injured persons or other emergency requirements.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The Maintenance Staff will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should report to Office Teacher’s Lounge and await further instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Proceed the nearest securable facility/room
 - Direct as many students as possible into facilities/rooms
 - Lock doors and follow classroom emergency instructions
 - Students in rooms are to be take shelter and remain out of view, and listen for further instructions
 - Notify the front office of any additional necessary information, otherwise remain off radios or other telecommunication devices
 - Students to remain in classroom/locked facility until the all-clear signal is given
9. In the event that gunfire is heard, each teacher/staff member must determine a reasonable course of action that is as safe as is possible. When in a room or facility lights are to remain out and everyone must stay away from windows and doors.
10. School staff must stay until the crisis is declared over.

State of California Government Code,
Chapter 8, Division IV, Title I

The State of California Government Code States: that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

PHONE TREE Sequoia Union Elementary School District

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

Superintendent/Principal
Perry D. Jensen
569-5755

Safety Coord.
Jerry Line
(559) 779-8312

Office Manager
Velinda McBride
(559) 802-7792

Grade Lead
Janelle von Helf
(559) 805-7347

Grade Lead
Julie Sullivan
(559) 936-2233

Grade Lead
Janene Keller
(559) 936-3592

Team Lead
Hope Wagner
(559) 730-6103

Team Lead
Joel Nunes
(559) 967-0533

Team Lead
Devon Navarro
(559) 568-6353

Garrett, Robyn (559)
Sakaguchi, C (559)802-0155
Hellwig, Sandy (559)972-2154
Wilson, Dee D (559)901-0906
Castillo, Jason (559)936-0550

Ritchie, Kelley (717) 873-5696
Finrock, Rhonda (559)360-2912
Barkley, Carol (559)
Burkhart, H (865) 567-9168
Zerlang, Kelli (559) 901-4738

Ridenour, A (559) 936-2032
Higareda, Niki (559)259-8004
Lanting, Kim (559) 280-8767
Rodriguez, N (559) 568-6690
Holly, Jenna (559) 730-1043

Marks, Linda (559) 597-2535
Stewart, Su (559)789-1662
Delman, Pat (559) 239-7256
Ragsdale, J (559) 920-2657
Lauricella, R(559) 690-0903

Moreno, Sara (559)
Oldham, Mark (559)239-7565
Myers, Missy (559) 936-1540
Pettlachi, Betty (559) 802-2711

Fricke, Tracie (559) 568-6665
Morris, Steve (559) 972-4167
Johnson, Deb(559) 786-2776
Foley, Diana (559) 967-3807

Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The principal or the principal's designee
 - One teacher who is a representative of the recognized certificated employee organization
 - One parent whose child attends the school
 - One classified employee who is a representative of the recognized classified employee organization
 - Other members, if desired
3. The School Site Council reviewed the content of the Safe & Secure School Plan and believes all requirements as outlined are sound, and promote due diligence for the safety of all students and staff.
4. This school district plan was adopted by the School Site Council on: _____.

Attested:

Typed name of Superintendent/Principal

Signature of Superintendent/Principal

Date

Typed name of School Site Council Chair

Signature of School Site Council Chair

Date

STAFF CRISIS MANAGEMENT PLAN

(Site-specific safety procedures)

Please include in this section school site safety procedures and pertinent information from these procedures on the template pages in the Safe & Secure School Plan.

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Temporary Shelter In Place
2. Building Evacuation
3. Duck, Cover and Hold
4. Lockdown (Aggressive Perpetrator) as needed (Recommended that all staff understand the "Run, Hide, Fight" Concept from Homeland Security
5. Staff continuous Training in A.L.I.C.E. and Real World Scenario Training

Each procedure should contain the following elements:

1. Verbal command used to initiate
2. Description of incidents that will trigger the emergency response
3. Description of action to be taken by teachers, and students
4. Procedure and signal to rescind emergency response

**Sequoia Union Elementary School District
2-WAY RADIO PROCEDURES**

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one individual can be on a frequency/channel at a time. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly, clearly, within two inches of the radio.
- Use clear "sign-off" terms.
- During normal use, use only the channel assigned for the situation.
- It is suggested that the Incident Commander use two radios. One for general staff/student monitoring and one for campus clearance procedures.

Radio use during drills and Real World Events

- Office radios are to be tuned to one channel, and Yard Duty radios to another channel. A third channel is designated as the emergency channel.
- When a Fire Alarm is pulled, regardless of whether it is pulled during a scheduled drill or not, all staff is to go to the emergency channel and await further instructions.
- If staff is not provided with instructions within a 1-3 minute time span, then they should consider the event a lockdown situation, and act within their best means to support and protect their students. There is no set singular protocol to follow.
- Staff should consider switching to their personal cell phones to interact with other staff members, law enforcement, fire department, or emergency responders if they feel that radio security has been compromised.

**Sequoia Union Elementary School District
Threat Assessment
Procedures**

**Sequoia Union Elementary School District
THREAT ASSESSMENT PROCEDURES**

E.C. 48900.7

Suspension: Terroristic Threats

- (a) *In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.*
- (b) *For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)*

California Welfare and Institutions Code 5150

When any person, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.

Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he or she knows to be false.

THREAT ASSESSMENT TEAM (TAT)

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist if available)
- Designated trained staff
- Law Enforcement if available

STEP ONE: EVALUATE THE THREAT

Referral to Administrator:

1. Obtain an account of the threat and the context from the student and witness
2. Write down exact threat
3. Obtain student's explanation of the threat's meaning and his/her intentions
 - a. Threat directed toward others (homicidal)
 - b. Threat directed toward self (suicidal)
4. Obtain witness perceptions of the threat's meaning
5. Administrator to begin consulting Threat Assessment Team (TAT) members
6. Administrator may place the student who made the threat on suspension while threat assessment is completed (up to 5 days of suspension).
7. Document information on the Student Threat Inquiry form (supplemental)
 - a. Threat assessment/safety evaluation must be completed, immediately if deemed substantive.
 - b. Threat assessment/safety evaluation must be completed within 2 days if deemed as transient.
 - c. Outcome of threat assessment determines final disciplinary action (if appropriate).

STEP TWO: TRANSIENT OR SUBSTANTIVE?

TAT determines whether the threat is transient or substantive:

Factors to consider when determining type of threat:

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts

TRANSIENT

SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm	Express intent to physically injure someone else or self beyond the immediate situation
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self
Usually can be resolved on the scene or in the office	Require that you take protective action, including warning intended victims and parent and/or protection of student from self-harm
After resolution, the threat no longer exists	May be legal violations and require police consultation
Usually ends with an apology or clarification	

WHEN IN DOUBT, TREAT THREATS AS SUBSTANTIVE

STEP THREE: RESPONDING TO THE THREAT

***TAT TEAM DETERMINES APPROPRIATE RESPONSE OF THREAT**

TRANSIENT THREAT

Responding to transient threat:

Typical response may include reprimand, parental notification, or other disciplinary action
 Student may need to make amends, attend mediation, and or counseling
 Continue to monitor student (school staff follow-up as necessary).

SUBSTANTIVE THREAT

Responding to substantive threat:

- Decide whether the threat is **serious** or **very serious**:
- Assault threats are classified **serious** (I'm gonna beat him up)
- Threats to kill, rape, or inflict very serious injury are classified **very serious**
- Threats involving a weapon are considered **very serious**
- Threat to harm self are considered **very serious**

SERIOUS SUBSTANTIVE THREAT

Responding to **serious** substantive threats:

Immediate responses:

- Take precautions to protect potential victims
- May consult with law enforcement
- Notify intended victim and victim's parents
- Notify student's parents
- Additional interviews as needed (parent, teacher, witnesses)
- Take disciplinary action consistent with school policy
- Determine appropriate intervention for student, such as counseling, or dispute mediation
- Follow up to verify that threat has been resolved and intervention is in progress
- Schedule follow up contact with student to assess current risk and update behavior and wellness plans
- Document behavior and wellness plans on the Student Threat Inquiry form

VERY SERIOUS SUBSTANTIVE THREAT

Responding to **very serious** substantive threats:

Immediate responses:

- Take precautions to protect potential victims
- If suicidal, take precautions to protect student
- Contact Communications department/Public Information Officer of incident 457-3733
- Consult with law enforcement promptly
- Notify intended victim and victim's parents
- Notify student's parents
- Determine safety during student suspension
- Determining safety: Threat Assessment Team (TAT) Safety evaluation conducted by a team:
 - Principal/Administrator leads the team
 - School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
 - Additional interviews: parents of student, teacher, additional witnesses
 - Police Department – expands range of options in dealing with threats of

	violence
SERIOUS SUBSTANTIVE THREAT	VERY SERIOUS SUBSTANTIVE THREAT (continued)
	<p>Threat assessment/safety evaluation must be completed immediately. Outcome of threat assessment determines disciplinary action.</p> <p>Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high level threat of suicide, the Student Wellness Team/WI5150 process will result. Student Wellness plan developed: (see supplement) Prior to student's return to campus Interventions and responsible parties outlined The appropriate School Site Administrator will follow up to evaluate the adequacy of the Student Wellness Plan Review Action Plan Determine whether interventions are appropriate Schedule follow up contact with student to assess current risk and update plan</p>
<p>Document student's plan on the Threat Inquiry worksheet</p>	

Sequoia Union Elementary School District
Student Threat Inquiry
CONFIDENTIAL

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. Threats are defined as an expression of intent to do harm or to act our violently against self, someone or something. It can be spoken, written or symbolic. The threat may be direct, indirect, and conditional or veiled. The threat assessment process involves **Identifying, Assessing** and **Managing** individual(s) who may pose a risk of violence toward themselves, other students, school personnel, or school property.

Refer to the SUES Threat Assessment Procedures when completing this form.

Team Members: Site Administrator (Lead), District Mental Health Professional (School Psychologist), Designated Staff, and other members as appropriate, and/or Law Enforcement).

School Site: Sequoia Union Elementary School District

Site Administrator:

Name: Perry D. Jensen **Position:** Superintendent/Principal **Signature:** _____

Team Members:

Name: <u>Jerry Line</u>	Position: <u>Threat Assessment Team</u>	Signature: _____
Name: <u>Julie Sullivan</u>	Position: <u>Threat Assessment Team</u>	Signature: _____
Name: <u>Janelle von Helf</u>	Position: <u>Threat Assessment Team</u>	Signature: _____
Name: <u>Devon Navarro</u>	Position: <u>Threat Assessment Team</u>	Signature: _____

Step One (IDENTIFY): Gather Facts and Evidence

Name of Student: _____ Student Number: _____ School: _____

Date Threat Reported: _____ Date Threat Occurred (if different): _____

Who Reported Threat? _____ Location of Threat: _____

What student said or did to express a threat (quote if possible):

*Complete separate interviews with all involved parties

- Student Who Made Threat
- Recipient(s) of Threat
- Witness(es)

*Obtain separate written statements from all parties

- Student Who Made Threat
- Recipient(s) of Threat
- Witness(es)

**Step One (IDENTIFY): Gather Facts and Evidence
(Continued)**

Complete Interviews with all involved parties

Interview of Student who made threat

Name: _____ Grade: _____ Date: _____

Interview Completed By: (Staff Name/Title): _____

- Guiding Questions:
1. Do you know why I wanted to talk with you? Tell me.
 2. What happened today when you were...? (refer to place of incident)
 3. What exactly did you say? What exactly did you do? (write down Student's exact words)
 4. What did you mean when you said/did that?
 5. How do you think (person who was threatened) feels about what you said/did?
(see if Student believes comment/act frightened or intimidated the recipient of threat)
 6. What was the reason you said/did that? (find out if there is prior conflict or history to this threat)
 7. What are you going to do now that you have made this threat? (does Student intend to carry out threat)

Notes:

**Step One (IDENTIFY): Gather Facts and Evidence
(Continued)**

Interview of Recipient/Target of Threat or Witness to Threat:

_____ Recipient/Target _____ Witness Date: _____

Name: _____ Grade: _____

Interview Completed By: (Staff Name/Title): _____

Guiding Questions:

1. What exactly happened today when you were...(refer to place of incident)?
2. What exactly did (Student who made threat) say/do? (write down Student's exact words)
3. What do you think he/she meant when he/she said/did that?
4. How did you feel when he/she said/did that? Are you concerned he/she might really do it?
5. What was the reason he/she said/did that?

Notes:

Large empty rectangular box for notes.

Step One (IDENTIFY): Gather Facts and Evidence
 (Summary of Step One)

Student Who Made Alleged Threat

- Yes No Reported threat as a specific plan
- Yes No Written plans/lists/drawings
- Yes No Student & Recipient had prior conflict (>1 day)
- Yes No Student previously bullied the recipient (pattern)
- Yes No Had or sought accomplices
- Yes No History of repeated threats
- Yes No Weapon referenced during threat
- Yes No Weapon brandished during threat

Target(s)/Recipient(s) of Alleged Threat

- Number of Targets/Recipients of Threat:
- Yes No Was recipient another student?
 - Yes No Was recipient a District employee?
 - Yes No Was recipient a Parent?
 - Yes No Other recipient?: _____
 - Yes No Records Reviewed?

Witness(es) to Alleged Threat

- Number of Witnesses:
- Yes No Was witness another student?
 - Yes No Was witness a District employee?
 - Yes No Was witness a Parent?
 - Yes No Other witness?: _____
 - Yes No Records Reviewed?

Summary of key findings from STEP ONE:

- Completed Interviews with all involved parties
- Obtained written statements from all parties

Step Two (ASSESS): Transient Or Substantive?

*Factors to consider when determining type of threat:

*Age of student

*Capability of student to carry out the threat

*Student's discipline history

*Credibility of student and willingness to acknowledge his/her behavior

*Credibility of witness accounts

TRANSIENT

SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm.	Express intent to physically injure someone else or self beyond the immediate situation.	
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self	
Usually ends with an apology or clarification. After resolution, the threat no longer exists	Require that protective action be taken, including warning intended victim(s) and parent(s) and/or protection of student from self-harm	
Usually ends with an apology or clarification. After resolution, the threat no longer exists	May be legal violations and require police consultation	
	Serious Examples: <ul style="list-style-type: none"> • Assault threats-"I'm gonna beat him up" • "I'm gonna get you" 	Very Serious Examples: <ul style="list-style-type: none"> • Threats to kill, rape, or inflict very serious injury • Threats involving a weapon • Threat to harm self

List facts and evidence used to assess type of threat:

TAT determination on type of threat

Transient: _____ or _____ Substantive
 (Complete Step 1)

Step Three (MANAGE): Responding To Transient Threat

TRANSIENT THREAT

Responding to transient threat:

- Typical response may include reprimand, parental notification, or other disciplinary action
- Student may need to make amends, attend mediation, and or counseling
- Continue to monitor student (school staff follow-up as necessary)

Interventions

- | | | | | |
|--------------------------|-----|--------------------------|----|---|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | School based counseling |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Conflict Mediation |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Alter schedule of student to increase supervision or minimize contact with recipient |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Change in transportation (bus suspension, special transportation, etc.) |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Referral to outside mental health agency (counseling/therapy with outside mental health provider) |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Behavior Support Plan |

Disciplinary Action (as deemed appropriate by site Administrator)

- | | | | | |
|--------------------------|-----|--------------------------|----|---|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Parent Conference |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Detention (number of days): <input type="text"/> |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Consultation with Discipline Office |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Suspension (number of days): <input type="text"/> |

Other Disciplinary Action (please list):

Manage/Follow up (If applicable)

- | | | |
|--------------------------|--|----------------------|
| <input type="checkbox"/> | Assign Case Manager Name: | <input type="text"/> |
| <input type="checkbox"/> | Follow up on Implementation of Behavior Support Plan Date: | <input type="text"/> |
| <input type="checkbox"/> | Follow up on referral to outside counseling Date: | <input type="text"/> |

Transient Threat ---- Stop Here

Student Inquiry form:

*Complete steps 1, 2, 3 (Transient section only)

* Send original Threat Assessment Inquiry form (including written statements) to Perry D. Jensen

*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

Step Three (MANAGE): Responding To Substantive Threat

SUBSTANTIVE THREAT

Responding to substantive threats:

Immediate responses:

- Take precautions to protect potential victims
- May consult with law enforcement
- Notify student's parents
- Notify intended victim and victim's parents
- Additional interviews as needed (parent, teacher, witnesses)
- Consult with Discipline Office (take disciplinary action consistent with District policy)
- Determine appropriate intervention for student(s)
- Follow up to verify that threat has been resolved and intervention is in progress
- Schedule follow up contact with student to assess current risk and update support plans

Additional responses to **very serious** substantive threats:

- Consult with law enforcement promptly
- Determine safety during student suspension
 - Principal/Administrator leads the TAT team
 - School Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
- If suicidal, take precautions to protect student:
 - Individual cases with a mental health related issue, and/or low mental functioning, and/or emotional disturbance, or cases in which there is a high level threat of suicide, should be referred to outside mental health professionals.

Step Three (MANAGE): Responding To Substantive Threat (Continued)

Response to Threat (as deemed appropriate by site Administrator)

- Yes No Mental Health screening conducted by District mental health
 Yes No TAT consulted with Law Enforcement
 Yes No Law enforcement interviewed student who made threat. CASE # _____
 Yes No Referred Student for additional assessment (completed by County services, probation, etc.)
 Yes No Parent of threat recipient notified of threat (if specific)
 Yes No Staff member notified if recipient of threat (if specific)

Other Disciplinary Action (please list):

*****If student is removed from school by an outside agency (eg., law enforcement, mental health), the Removal of Student During School Hours form must be completed.**

Interventions

- Yes No School based counseling
 Yes No Alter schedule of students to increase supervision or minimize contact with recipient
 Yes No Referral to outside mental health agency (counseling/therapy with outside mental health provider)
 Yes No Student Wellness Plan
 Yes No Behavior Support Plan

Other Disciplinary Action (please list):

Disciplinary Action (as deemed appropriate by site Administrator)

- Yes No Parent Conference
 Yes No Detention (number of days):
 Yes No Suspension (number of days):

Other Disciplinary Action (please list):

Manage/Follow up (If applicable)

- Assign Case Manager Name: _____
 Review Student Wellness Plan Meeting Date: _____
 Review Behavior Support Plan Implementation Meeting Date: _____
 Follow up on referral to outside counseling Meeting Date: _____

Student Inquiry form:

*Complete steps 1, 2, 3 (Substantive section only)

* Send original Threat Assessment Inquiry form (including written statements) to Perry D. Jensen

*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

~~Step Three (MANAGE): Responding To Substantive Threat~~

Student Name: _____ Student Number: _____ Date: _____
 School: _____ Date of Incident: _____
 Referred By: _____ Review Date: _____

Description of Incident

Support Plan

Safety	Monitored By	Review/End Date
To School/Home/Bus:		
Classroom:		
Unstructured Time (Recess/Restroom/Passing Time):		
Mental Health		
<u>Current Services:</u>		
<u>Needed Services:</u>		
Other Miscellaneous:		

Parent/Guardian _____	Date _____	Parent/Guardian _____	Date _____
Administrator _____	Date _____	Student _____	Date _____
Name/Agency _____	Date _____	Name/Agency _____	Date _____
Name/Agency _____	Date _____	Name/Agency _____	Date _____

Sequoia Union Elementary

Revised:10-01-17

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Cardiac Emergency Response

Sudden cardiac arrest is the sudden, unexpected loss of heart function, breathing and consciousness. Sudden cardiac arrest usually results from an electrical disturbance in your heart that disrupts its pumping action, stopping blood flow to the rest of your body.

Sudden cardiac arrest is different from a heart attack, which occurs when blood flow to a portion of the heart is blocked. However, a heart attack can sometimes trigger an electrical disturbance that leads to sudden cardiac arrest.

Sudden cardiac arrest is a medical emergency. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary resuscitation (CPR), treating with a defibrillator — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive.

Symptoms

Sudden cardiac arrest symptoms are immediate and drastic and include:

- Sudden collapse
- No pulse
- No breathing
- Loss of consciousness

Sometimes other signs and symptoms precede sudden cardiac arrest. These may include fatigue, fainting, blackouts, dizziness, chest pain, shortness of breath, weakness, palpitations or vomiting. But sudden cardiac arrest often occurs with no warning.

When the heart stops, the lack of oxygenated blood can cause brain damage in only a few minutes. Death or permanent brain damage can occur within four to six minutes. Time is critical when you're helping an unconscious person who isn't breathing. Take immediate action.

- **Call 911**, or the emergency number in your area, if you encounter someone who has collapsed or is found unresponsive. If the unconscious person is a child and you're alone, administer CPR, or chest compressions only, for two minutes before calling 911 or emergency medical help or before using a portable defibrillator.

- **Perform CPR.** Quickly check the unconscious person's breathing. If he or she isn't breathing normally, begin CPR. Push hard and fast on the person's chest — at the rate of 100 to 120 compressions a minute. If you've been trained in CPR, check the person's airway and deliver rescue breaths after every 30 compressions.

If you haven't been trained, just continue chest compressions. Allow the chest to rise completely between compressions. Keep doing this until a portable defibrillator is available or emergency personnel arrive.

- **Use a portable defibrillator**, if one is available. If you're not trained to use a portable defibrillator, a 911 or emergency medical help operator may be able to guide you in its use. Deliver one shock if advised by the device and then immediately begin CPR starting with chest compressions, or give chest compressions only, for about two minutes.

Using the defibrillator, check the person's heart rhythm. If necessary, the defibrillator will administer a shock. Repeat this cycle until the person recovers consciousness or emergency personnel take over.

Portable automated external defibrillators (AEDs) are available in an increasing number of places, including airports, casinos and shopping malls. You can also purchase them for your home. AEDs come with built-in instructions for their use. They're programmed to allow a shock only when appropriate.

All AED Trained Staff Members are in a position to take charge if and when they are the first person on scene of a Sudden Cardiac Arrest or a Heart Attack situation with either a student or an adult. Follow the AED Protocol Training procedures.

- Control and assess the situation
- Have the next individual (student or Staff) contact 911, and get the AED from the cafeteria as quickly as possible.
- Follow necessary First Aid Procedures until the arrival of the AED (Chest Compressions and Breathing)
- Follow the AED Protocol and continue Chest Compression and breathing as necessary. Continue until the arrival of EMT's or Fire Department.
- After incident has been completed and student/adult transported, complete necessary documentation.

Sources of Information

THREAT ASSESSMENT IN SCHOOLS: A GUIDE TO MANAGING THREATENING SITUATIONS AND TO CREATING SAFE SCHOOL CLIMATES

U.S. Secret Service and U.S. Department of Education
Washington, D.C., May 2002

School Emergency Management: A Practical Approach to Implementation

Jeff Kaye
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GUIDELINES FOR STUDENT THREAT ASSESSMENT

Dewey Cornell, Ph.D.
Virginia Youth Violence Project
Curry School of Education
University of Virginia, 2002

THE SCHOOL SHOOTER: A THREAT ASSESSMENT PERSPECTIVE

Mary Ellen O'Toole, Ph.D.
Supervisory Special Agent
Federal Bureau of Investigation

Assessing Student Threats

John Van Dreal
2001

REMOVAL OF STUDENT FROM SCHOOL

DURING SCHOOL HOURS

The student was removed from _____ School during school hours by _____
(School) (Department) (Title)

Making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

(Student's Name) (Birthdate) (Age)

(Parent/Guardian's Name) (Address) (Phone)

1. _____
(Facility and address where child was taken)

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

4. **Basis for action (check one)**

- Section 836 – Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent cannot be reached
- In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (Such as child abuse investigation)

5. Parent notified by _____ of the removal and place where student taken. ***Except in child abuse investigation**

Date _____ Time _____

(Signature of Principal/Designee)

***E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

