

Northern Humboldt Union High School District
Comprehensive Safe School Plan
(Education Code Section 32280-32288)

Arcata High School

CDS Code
0-50135

Six Rivers Charter High School

CDS Code
01-071-10

Approved at Site Council
2017-18

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Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School

Comprehensive Safe School Plan

Board of Education

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Roger Macdonald

Student Service Director

Melanie Susavilla

June 2018

**Northern Humboldt Union High School District
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2017-18 Safe School Plan

**Northern Humboldt Union High School District
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EMERGENCY PHONE TREE – SITE/DISTRICT PERSONNEL

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.

When a crisis occurs during weekends, vacation periods, or when staff is away from school, School Reach is employed as a means to transmit information. School Reach can be accessed off site and allows school administrators to create and manage parent, staff and faculty contact lists. Outbound messages can take the form of recorded voice, email or short text messages.

OTHER EMERGENCY PHONE NUMBERS

Emergency	911
District Office	839-6470
Superintendent: Roger Macdonald	839-6475
Student Service Director: Melanie Susavilla	839-6474
District Transportation/Maintenance	825-2434
School Site Utilities Location (water, power, gas)	
AHS Jim Hogan	825-2420
Psychological Services Crisis Intervention Team	
AHS Eileen Klima	825-2439
JPA Director	
 Stacy Lane	445-7055
JPA Risk Manager	
 Taylin Titus	445-7067
Animal Control	840-8132
California Highway Patrol (CHP)	822-5981
Mad River Hospital	822-7220
Arcata Police Department	822-2428
Arcata Fire	825-2000
Poison Control	(800)876-4766

INTRODUCTION

Purpose and Scope

The Northern Humboldt Union High School District (NOHUM) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a NOHUM school facility.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact the Student Service Director/Special Education- Melanie Susavilla 707-839-6474, 707-839-6470 as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

Safe School Leadership Team (SSLT)

Each NOHUM facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS)

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.**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District 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.

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 Leadership 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 outlined in this documents, will also assist the Incident Commander System 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.

**Northern Humboldt Union High School District
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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 sites. 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.** Following is an outline of *who* will do *what*, *where*, and *how* at Arcata High School.

Principal/Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District 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 School Leadership Team 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:

- secure the area and check for damage
- assess injury situations
- report findings to the Assistant Superintendent

Safe School Leadership Team

		NAMES	PHONE
Incident Command	Principal AHS	Dave Navarre	707-825-2466
	1. Alternate	Jim Monge	707-825-2405
	2. Alternate	Jon Larson/Mark Sahlberg	707-825-2443 707-825-2406
Planning/Intelligence	Principal SRHS	Ron Perry	707-825-2015
	1. Alternate	Michelle Camilli	707-825-2403
	2. Alternate	Janet Barnett	707-825-2416
Operations	Principal PCHS	Jon Larson	707-825-2443
	1. Alternate	Mark Sahlberg	707-825-2406
	2. Alternate	Jim Monge	707-825-2405
Logistics	Plant Coordinator	Jim Hogan	707-825-2420
	1. Alternate	Gary O'Neill	707-825-2420
Administration/Finance	Financial Secretary	Michelle Camilli	707-825-2403
	1. Alternate	Stephanie Hampton	707-825-2490

The principal/safe school leadership team is responsible for the following:

1. acting as the liaison between the school site and district office and maintaining communication with appropriate district office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate;
2. posting and regularly updating Safe School Leadership Team information and emergency phone numbers, emergency first aid responders, and chemical inventory lists;
3. ensuring Safe School Leadership Team members are knowledgeable regarding the location of shut-off valves and how to turn them off; **(Never attempt to turn utilities back on yourself.)**
4. ensuring that teachers are trained to carry out responsibilities during disaster and drill procedures and encouraging teachers to work in teams through a buddy system;
5. establishing a communications system consisting of the following elements:
 - a. system of specific disaster warning signals that are well known to staff and students and that 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. ability to 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. Communications 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.
 - ♣ Notify the District Office of the emergency and media response.
 - ♣ Follow the directions of the Assistant Superintendent. Only the Superintendent or designee is authorized to release information. **All other personnel should cordially refer the media to the District Office at 839-6470.**
 - ♣ Designate a person to record incidents for documentation purposes, including debriefing. (Michelle Camilli)
6. establishing a student release system that will facilitate an organized method for releasing individual students to authorized adults only;
 7. assigning the following duties to school staff:

- a. patrol entrances and 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. administer first aid and working with emergency medical triage teams to identify injured students and staff and to record ambulance destinations;
 - e. supervise student release procedures;
 - f. check building utility systems and appliances for damage;
8. scheduling regular emergency drills and reviewing the emergency plan with staff, students, and parents and scheduling regular site inspections for safety hazards;
 9. planning alternate classroom evacuation routes to be used in the case that standard routes are obstructed;
 10. ensuring that other personnel who provide services to students and staff are aware of emergency procedures;
 11. reviewing and updating the site-level plan annually, with particular attention to the unique characteristics of the site;
 12. updating and maintaining personnel, supplies, and duty descriptions for the Arcata High School Field/Emergency Response Teams:
 - ♣ Team 1: Communications Team
 - ♣ Team 2: Student Safety Team
 - ♣ Team 3: First Aid Team
 - ♣ Team 4: Student Check-Out Team
 - ♣ Team 5: Building Safety Team
 - ♣ Team 6: Search & Rescue Team

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FIELD/EMERGENCY RESPONSE TEAMS

TEAM 1: COMMUNICATIONS TEAM

Team responsibilities may include:

- Meet in front of the Principal's Office
- Bring radios and Log Books
- Contact the District Office

Communications Team

NAME	TITLE	ROOM/PHONE
(Team Leader)	Principal AHS	Principal's Office/707-825-2466
(Back-up Leader)	Principal SRCHS	Attendance Office/707-825-2428
(Scribe)	Principal's Secretary	Principal's Office/707-825-2403

Communications Team Procedures

The role of this team is to coordinate all emergency/disaster efforts. This team is in constant communication with all groups so that they can direct all operations. In addition, this team communicates with outside agencies to assist them with the performance of their duties and coordinate their efforts with the school's emergency response teams.

- Your Team is as follows
 - ♣ Incident Commander (Dave Navarre)
 - Communications Team
 - ♣ Planning Chief (Ron Perry)
 - ♣ Finance Chief (Michelle Camilli)
 - ♣ Operations Chief (John Larson/Mark Sahlberg)
 - Student Safety Team
 - First-Aid Team
 - Student Check-Out Team

- Building Safety Team
- Search and Rescue Team
- ♣ Logistics Chief (Jim Hogan)

- After students are secured in the softball field, meet in your assigned area on the grassy area near the loading dock.
- Assemble all appropriate tools and materials. Distribute radios to all teams.
- Establish communications with all teams, the district office, and outside agencies. Note all communications.
- Establish runners for an additional means of communication.
- Establish communications with the media.
- Implement the appropriate emergency plan for the specific disaster.
- Communicate with the Building Safety Team. Direct their efforts. Note hazardous areas communicated by them and the response to the hazard.
- Communicate with the Student Safety and Student Checkout Teams. Account for missing students and staff. Communicate with the Search and Rescue Team the hazardous areas reported from the Building Safety Team and develop a strategy for locating those missing.
- Communicate with the First Aide Team. Coordinate their efforts with the Search and Rescue Team.
- Communicate with law enforcement, the fire department, and other outside agencies and coordinate their efforts with the school's teams.
- Prepare to communicate and implement alternative plans if necessary.
- Authorize student release when appropriate.
- Make preparations for housing of students at the school if necessary.

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FIELD/EMERGENCY RESPONSE TEAMS

TEAM 2: STUDENT SAFETY TEAM

Team responsibilities may include:

- Meet on the softball field
- Bring radios
- Set up assembly area
- Account for and monitor the well being of students
- Provide sanitation facilities

Student Safety Team

NAME	TITLE	ROOM/PHONE
Jim Monge (Team Leader)	Assistant Principal	Attendance Office/707-825-2405
Carolyn Bareilles (Back-up Leader)	German Teacher	Classroom 401/Ext 2481

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FIELD/EMERGENCY RESPONSE TEAMS

TEAM 3: FIRST AID TEAM

- **In an emergency situation, any staff member may provide assistance.**
- Emergency Care for Injuries, Choking, and Sudden Illness (flipchart) is the guide for providing first aid. The flipchart and first aid supplies are located in the Nurse's Office. Additional supplies are located in the attendance office storage closet, the portable next to the softball field, the boy's gym, the girl's gym, and may also be in shop classes.
- The flipchart 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.
- **PRECAUTION:** 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 the first aid equipment in the health office.
- **PRECAUTION:** 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.

Team responsibilities may include

- Meet on grassy area under AHS marquee
- Set up first aid/morgue if necessary
- Bring radios and other supplies
- Provide first aid
- Maintain master injury report

First Aid Team

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE
X	X	N/A (Team Leader)	School Nurse	Main Office/707-825-2410

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FIELD/EMERGENCY RESPONSE TEAMS

ADDITIONAL CERTIFIED FIRST AID RESPONDERS

		NAME	TITLE	ROOM/PHONE
X	X	Tahnia Campbell	Health Teacher/ PE Teacher	Room 500 825-2421 GYM 825-2488

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FIELD/EMERGENCY RESPONSE TEAMS

TEAM 4: STUDENT RELEASE (CHECK-OUT) TEAM

Team responsibilities may include:

- Meet at the softball field, 3rd base
- Bring radios, black folders, emergency cards, sign out sheets, and ambulance logs.
- Maintain a “go box” with pens, forms, clipboards, etc., needed to establish a student release area.
- Secure student lists and update them on a regular basis.
- Obtain injury/missing person’s reports.
- Assign persons(s) dedicated to the release of students and others dedicated to locating information for staff and students.
- When authorized by the site principal, begin the process of reuniting students with parents or guardians.
- Ensure that students are released to authorized parent or guardian and document student releases by using a sign out form.
- Log ambulance destination information.

Student Release/Check-Out Team

NAME	TITLE	ROOM/PHONE
Mark Sahlberg (Team Leader)	Dean of Students	Attendance Office/707-825-2406
Susan Lovato (Back-up Leader)	Math Teacher	Classroom 210/707-825-2462
Marie Henson	Attendance Secretary	Attendance Office/707-825-2401
Kathi Olesen-Sanborn	Academic Counselor	Attendance Office/707-825-2412
Deena Faull	Academic Counselor	Attendance Office/707-825-2415

Student Check-Out Team Procedures:

1. Binder should contain:
 - ◆ Master List of teams
 - ◆ 2 alpha lists of students grades 9 – 12

- ◆ Alpha list of students with parents name, phone, and address (for sign-out)
 - ◆ 4 rulers, pens (red, blue, and black), highlighters, and pencils
 - ◆ Master Schedule
 - ◆ Alpha List of Faculty
 - ◆ Caution tape for arm bands
2. Ron Perry brings out walkie-talkie and Binder
 3. Stephanie Hampton brings out walkie-talkie and Rolodex
 4. Stephanie Hampton brings out walkie-talkie and the signs from Nurse's Office
 5. Ron Perry at North Gate to collect attendance and information
 6. Stephanie Hampton at South Gate to collect attendance and information
 7. Team gathers at entrance to practice softball field – take attendance
 8. Set-up Student Check-Out
 - a. Post Signs (give extra signs to Student Safety and Communications)
 - b. Get (2) Tables and (6) Chairs from the FAB
 - c. Get PCHS Binder from Lynn or John
 9. Take one alpha list of students to Dave Navarre – Student Safety
 10. Check-off teacher attendance against faculty list, compare to master schedule for period (set-up working station on practice softball) for 3 people
 - a. Take alpha listing of students and using blue pen mark absences (A) on right
 - b. Get list from Student Safety – mark absences (A) on left with red pen
 - c. Get list from first aid – mark with black pen with (F.A.)
 - d. Look for discrepancies – check with parent check-out
 - e. Report students to Jim Monge – pass names onto communications
 11. Set-up table at gate for Student Check-Out – Ron Perry and Stephanie Hampton
 - a. As parents arrive, check ID against rolodex or PCHS Binder
 - b. Get runner (3 or 4 people) to get student from softball field
 - c. Have parent sign when student turned over to them

12. Susan Lovato – out in front to do crowd control, possibly one other person

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Student Release Form

STUDENT NAME	ROOM #	TEACHER	DATE	TIME	PARENT/GUARDIAN

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FIELD/EMERGENCY RESPONSE TEAMS

TEAM 5: BUILDING SAFETY TEAM

Team responsibilities may include:

- Meet at bike racks.
- Bring radios, tools, supplies, maps.
- Turn off utilities if necessary.
- Conduct perimeter control
- Do fire/hazards materials control
- Assess spill/fire fighting needs

Building Safety Team

NAME	TITLE	ROOM/PHONE
Jim Hogan (Team Leader)	Custodian	Custodian Office/707-825-2420
Lex Rohn (Back-up Leader)	Wood/Metal Shop Teacher	Room 705/ Ext 2445, Room 800/Ext 2447

Building Safety Team Procedures

The role of this team is to inspect the facilities to determine their condition. Facilities that have structural damage need to be reported immediately to the Communications/Command Center along with any other hazards. In addition, all utilities that jeopardize the safety of the school are to be turned off.

- Prior to any drill or emergency situation, team members are paired or grouped as work teams. Never work alone.
- After the students are secured, meet in your assigned area on the grassy area by the girl's locker room and gym.

- Assemble appropriate tools. See the tool list.
- Wear a hard hat, take appropriate tools, job description clipboard, and radio. Never work alone.
- As you carry out your responsibilities, observe the campus and report any damage to the Communications/Command Center.
- Lock major entrances to the school or mark them off with yellow caution tape to avoid hazardous conditions.
- Check those areas of the school where potential hazards exist, like the science chemical storage closet and the acetylene tanks in the auto and metal shops.
- Locate and control or extinguish small fires as necessary. See the map for fire extinguisher locations.
- Check the gas meter and if there is a leak, shut off the supply.
- Shut down the electrical supply if there is clear structural damage and/or you are advised to do so by the Communications/Command Center.
- Mark areas with yellow caution tape that have structural damage or have potential hazards.
- Verify that the campus is locked down and report same to the Communications/Command Center.
- Be sure the entire campus has been checked for safety hazards and damage.
- Communicate all actions taken for proper information and logging.
- Do not repair any damage until it has been documented unless it is essential to immediate life-safety.
- Route fire, rescue, police, etc., as appropriate.
- Assist the Search and Rescue teams and communicate findings with them.
- Direct all requests for information to the Communications/Command Center.

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FIELD RESPONSE/EMERGENCY RESPONSE TEAMS

TEAM 6: SEARCH & RESCUE TEAM

Team responsibilities may include:

- Meet outside Wood Shop
- Bring radios and other necessary supplies
- Partner up and begin search for victims
- Transport injured to first aid station

Search & Rescue Team

NAME	TITLE	ROOM/PHONE
Will Bagnall (Team Leader)	Math Teacher	Room 211/ Ext 2463
Dave Filippini (Back-up Leader)	History Teacher	Classroom 105/Ext 2452

**Northern Humboldt Union High School District
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EVACUATION PLANS – STAGE ONE EVACUATION

All students and staff are evacuated from buildings and stationed at a safe location on campus.

Maps

INSERT detailed EVACUATION MAPS that show: Check Appendix or Attachment

- Evacuation routes
- Designated areas for each teacher and class
- Areas of supervision
- Transportation points (for both busses and autos)
- Student Release area
- Press area

Evacuation Procedures

1. Take charge of your class. In the event of an earthquake, direct students to drop, cover, and hold.
2. Analyze your room's condition. Do you need to evacuate?
3. Check on your buddy teachers.
4. If evacuation is in order, take attendance book, black emergency folder, and emergency bucket. Assemble class at your Primary Emergency Evacuation Site or in a safe area and take attendance using rosters from emergency folder. Take attendance and wait for further instructions, or see #5.
5. When told to move to the Secondary Emergency Evacuation Site by one of the Emergency Response Team Members, follow the evacuation route with your class and assemble on the Softball Field according to the assigned area for your class. Observe the condition of the school on the way to the field. Line up your class in the assigned area and take attendance. Keep your class quiet and stand at the front of the line with your emergency vest on (retrieve it from the emergency bucket). Wait attentively for an Emergency Response Team Member to come and get your attendance sheet.
6. Pass attendance, room condition, and any observed conditions of the school to office personnel.

7. Report to Team area with Emergency bucket. Be sure to have personal gear in your bucket if needed for your team. Place all Emergency Buckets at the pitcher's mound. Each Emergency Team Leader will keep one Emergency Bucket. All other buckets will be sent by a runner to the First Aide Area, near the Marquee in front of the school.
8. The first person to arrive at the duty station will assume the role of team leader. The next person to arrive will be the person to go get the group supplies from the Storage Container. When David Navarre or Carolyn Bareilles arrive, debrief them and they will assume leadership roles.
9. All prep period teachers are to evacuate to the Primary and Secondary Evacuation Sites. They will assist in monitoring students in their designated area unless asked to assist Emergency Response Teams by running supplies and locating students.
10. Remain in your area until you hear the all-clear five second bell. Once you hear the bell, escort your students back to your classrooms following the same path that was used to evacuate the building. Maintain order of your class and take attendance once again when back in the classroom.

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Impaired Mobility Plan

INSERT impaired MOBILITY PLAN with a list of students (Including location of these students throughout the school day)

Students with impaired mobility at both Arcata High School and Six Rivers have the following plan:

- **Students are given preferential seating in all their classes so that they are close to an exit in the case of a fire or other emergency**
- **Students are given preferential seating in all their classes so that they are not located by any objects that in the case of a earthquake or other emergency may fall on them**
- **All staff will refer to their buddy classroom if a student with impaired mobility was unable to get out of classroom due to debris. The teacher of record or designated aid will stay with the student with impaired mobility until the emergency response team arrives. The teacher of records class will join their buddy teachers class in the designated safe area**
- **Students taking classes on Arcata High's campus on the second story have access to an elevator. If students are unable to use the elevator in an emergency the staff will utilize the stair chair under the supervision of the following individuals:**
 - **N/A School Nurse**
 - **Mark Sahlberg Dean of Students (AHS)**
 - **Ron Perry Principal (SRCHS)**

Students with Impaired Mobility/Schedule:

Arcata High School Student with Impaired Mobility/Schedule:

Kavanagh Sommers 12th Grade	Class	Room	Teacher
1 st Period	Life Skills- Language Arts	room 305	Mr. Rowe
2 nd Period	Life Skills- Recreation and Lei	room 305	Mr. Rowe
3 rd Period	Life Skills- Adaptive PE	Gym	Mr. Ghisetti
4 th Period	Life Skills- Vocational Skills	room 901	Ms. Anderson
5 th Period	Life Skills- Functional Math	room 901	Ms. Anderson
6 th Period	Life Skills- Domestic Skills	room 901	Ms. Anderson

Arcata High School Student with Impaired Mobility/Schedule:

Ernesto Cappuccio 9th Grade	Class	Room	Teacher
0 Period	Orchestra	room 604	Ms. Moulton
1 st Period	Photography	room 507	Ms. Evans
2 nd Period	English 1	room 104	Ms. Lehman
3 rd Period	Frosh PE	Gym	Mr. Schmidt
4 th Period	Algebra	room 504	Ms. Rohn
5 th Period	Health 9	room 500	Mr. Schmidt
6 th Period	Core Support (Study Skills)	room 503	Ms. Meadows

Check Appendix or Attachment

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Emergency Bells/Signals

Building Evacuation

Signal: Fire Bells

All Clear (1 Short Bell, 5 Seconds)

Duck, Cover and Hold

No Bell

All Clear (1 Short Bell, 5 Seconds)

Shelter in Place

Signal: Three Short Rings

All Clear (1 Short Bell, 5 Seconds)

Lockdown Due to Threat on Campus

Signal: One Long Tone and Lockdown Announcement

All Clear (Announcement on Intercom)

NOTE: IF AN EMERGENCY OCCURS BEFORE SCHOOL, STUDENTS MOVE TO 1ST PERIOD. DURING PASSING PERIODS, STUDENTS MOVE TO THE NEXT CLASS. AT LUNCH, STUDENTS MOVE TO 5TH PERIOD. AFTER SCHOOL, STUDENTS RETURN TO 6TH PERIOD.

PLEASE POST IN YOUR CLASSROOM OR OFFICE AREA

**Northern Humboldt Union High School District
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EVACUATION PLAN – STAGE TWO RELOCATION

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

Student Release/Check Out Team

In the event that students are to be released, they must check out through the student release team:

Team responsibilities may include:

- Bring radios, black folders, emergency cards, sign out sheets, and ambulance logs.
- Secure student lists and update them on a regular basis.
- Obtain injury/missing persons reports.
- Assign persons(s) dedicated to the release of students and others dedicated to locating information for staff and students.
- When authorized by the site principal, begin the process of reuniting students with parents or guardians.
- Ensure that students are released to authorized parent or guardian and document student releases by using a sign out form.
- Log ambulance destination information.

Student Release/Check-Out Team

NAME	TITLE	ROOM/PHONE
Mark Sahlberg (Team Leader)	Dean of Students	Attendance Office/707-825-2406
Susan Lovato (Back-up Leader)	Math Teacher	Room 210/707-825-2462
Marie Henson	Attendance Secretary	Attendance Office/707-825-2401

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

Evacuation Checklist:

- ⊖ Teams
 - Crisis Response Team
- ⊖ Emergency cards and census list (Always ready to be taken to student release area)
- ⊖ Classroom evacuation materials (Laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books)
- ⊖ Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa)

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

BUDDY CHECK SYSTEM

In case of emergency, all faculty staff members should check on those with whom they share a cooperative (buddy) assignment as follows:

BUDDY SYSTEM CLASSROOM CHECK

100-101-102
103-104
105-106
107-108
200-201-202-203
204-205
206-207
209-210-211
212-213
300-301-302
303-304-305
400-401-402
403-404-405
500-LIBRARY
501-504-505
502-503
506-507-508
601-602-FAB

603-604-605
700-PCHS
703-704
705-800-801-802
900-901(PE-LIFESKILLS)
ADMIN-TEACHER WKRM.
CUSTODIANS
Dave, Michelle, Valerie, Tracy
Stephanie, Nurse, Eileen
Kathi, Emily, Dena
Janet, Jim, Karen
Marie, Mark, SRO, Crystal

Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School

EMERGENCY RESPONSE PROCEDURES

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.

Fire Drills

Arcata High School will hold two fire drills every school year.

2017-18 Fire Drill Schedule

MONTH	DATE	TIME
September	26th	1:15 PM
April	6th	1:15 PM

Building Evacuation Procedures

- Signal: Fire Bells
- Verbal: Fire Procedure
- All Clear: One Short Bell

To be used in the event of:

- Fire - Chemical spill (on campus)

Teachers will:

- Secure their attendance books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Lock their classroom door after insuring that all students are out of the room
- Take attendance once all students have arrived at the assigned area
- Await further instructions from Crisis Response Team or an "All Clear" signal

Students will:

- File out of classrooms in a quiet and orderly manner as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take attendance in a quiet and orderly manner
- Await further instructions from their teacher or a staff member

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Convene Student Release team if needed (Operations)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or appropriate Civil Authority)
- Teachers are given the "All Clear" signal - either one short bell or verbal instructions

Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School

EMERGENCY RESPONSE PROCEDURES

**State of California Government Code,
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Lockdown Drills

Arcata High School will hold two lockdown drills every school year.

2017-18 Lockdown Drill Schedule

SEMESTER	DATE	TIME
Fall	September 24th	1:15 PM
April	5th	1:15 PM

Lockdown Due to Threat on Campus Procedure

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.

Signal: One Long Tone and Lockdown Announcement

Verbal: Lockdown Procedure

All Clear: One Short Bell

To be used in the event of:

- Armed Intruder
- Hostage Crisis

Teachers will:

- Immediately lock their classroom door
- Instruct students to lie on the floor
- Close all blinds and curtains and cover door windows
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Crisis Response Team or Police or wait for “All Clear” signal

Students will:

- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from their teacher or a staff member

Crisis Response Team Members will:

- Establish communication with appropriate law enforcement agency, call 911
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or ranking law enforcement official)
- Teachers are given the “All Clear” signal – either one short bell or verbal instructions

Additional Procedures

1. The school nurse, N/A, will be in charge of emergency first aid: the library or gym area will be utilized as a gathering place. If other than library, indicate gathering place: Fine Arts Building. In the nurse's absence Tahnia Campbell will be in charge.
2. The Principal's Secretary, Michelle Camilli, will maintain phone communication with the district office and telecommunication center for internal communications.
3. The Dean of Students, Mark Sahlberg, and Attendance Clerk, Marie Henson, will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
4. The Principal, Dave Navarre, or designee will identify a person to serve as public information contact under the direction of the District Office.
5. The Plant Coordinator, Jim Hogan, will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
6. Teachers who are on prep periods should assemble in the Teacher Workroom or remain in their classrooms and wait for further instructions.
7. When the Lockdown signal is given, teachers should take the following actions:
 - proceed immediately to classrooms.
 - direct as many students as possible into rooms.
 - supervise the area outside classroom until students are in rooms.
 - lock doors, close curtains, and cover windows on doors.
 - require that students in rooms are to be seated and provide sign-up sheets so that each student accounts for his/her presence in the room.
 - require that students remain in classrooms until the all-clear signal is given.
 - wait for a call from office for further information.
8. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor.
9. School staff should stay until the crisis is declared over.

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

EMERGENCY RESPONSE PROCEDURES

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

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Duck, Cover and Hold Procedure

Signal: No Bell

Verbal: Duck, Cover and Hold Procedure

All Clear: One Short Bell

To be used in the event of:

- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

Teachers will:

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables, etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- Await further instructions from the Crisis Response Team or an “All Clear” signal
- After the “All Clear” signal, take attendance and determine the condition of all students in the room
- Report injuries or other immediate safety concerns to the Crisis Response Team

Students will:

- Move quickly away from windows, bookshelves, or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place and await further instructions from their teacher or a staff member

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or appropriate Civil Authority)
- Teachers are given the “All Clear” signal – either one short bell or verbal instructions

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

EMERGENCY RESPONSE PROCEDURES

**State of California Government Code,
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Shelter in Place Procedure

Signal: Three Short Bells

Verbal: Shelter in Place Procedure

All Clear: One Short Bell

To be used in the event of:

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in vicinity
- Flood
- Blackout/power failure

Teachers will:

- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, close windows and curtains
- Take attendance and document the names of all students present
- Await further instructions from the Crisis Response Team or an “All Clear” signal

Students will:

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from their teacher or a staff member

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or appropriate Civil Authority)
- Teachers are given the “All Clear” signal - either one short bell or verbal instructions

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

EMERGENCY RESPONSE PROCEDURES

**State of California Government Code,
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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.

Bomb Threat

PC 148.1 (c) Any person who maliciously informs any other person that a bomb or other explosive has been or will be placed or secreted in any public or private place, knowing that the information is false, is guilty of a crime punishable by imprisonment in the state prison, or imprisonment in the county jail not to exceed one year.

Notes:

This crime is punished as a **felony**. Which means you can be fined of upwards to \$2000 and/or go to state prison (or California Youth Authority – which is a juvenile prison, based on age). Felonies cannot be purged from a juvenile record. Once convicted of a felony, it is hard to get a job, most universities will not accept you, and you can never own a firearm for the rest of your life.

Bomb Threat Procedures

Anyone answering a telephoned bomb threat shall try to keep the caller on the line and get answers to the following questions:

1. When is the bomb scheduled to go off?
2. Where is the bomb located?
3. What kind of bomb is it?
4. Who placed the bomb?
5. How do you know about the bomb?
6. What is your name and address?

The person who receives the call should also try to determine the caller's sex, age, and distinctive features of the voice or speech and should take note of background noises such as music, traffic, machinery, or other voices.

Anyone who receives a written bomb threat shall place it in an envelope and take note of where and by whom it was found. Any employee or student who receives a bomb threat shall immediately report the threat to the principal or the designee.

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

BOMB THREAT CALL CHECKLIST

Questions to Ask:

1. When is the bomb going to explode? _____
2. Where is it right now? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. What is your address? _____
9. What is your name? _____

Exact Wording of Threat:

Sex of the Caller _____ Age _____ Race _____
Length of Call _____ Time _____ Date _____

Note any of the following:

CALLER'S VOICE:

Calm Angry Excited Slow Soft Loud

BACKGROUND SOUNDS:

Street Noises
Voices
Music
PA System

THREAT LANGUAGE:

Well Spoken Irrational Foul Incoherent Taped

Remarks: _____

Reported Immediately to: _____

Phone Number: _____ Date: _____

Completed by: _____ Dept: _____

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

2-WAY RADIO PROCEDURES

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

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency 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 to your school. At Arcata High School, this is channel 1.

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

EMERGENCY SIGNS

Campus Closed

One-sided sign at entrances posted for bicycles, bus passengers, and motorists entering the campus:



Classes/Activities Cancelled

One-sided sign at entrances posted for bicycles, bus passengers, and motorists entering the campus:

**CLASSES AND
ACTIVITIES
CANCELLED**

**Info: 826-INFO (4636)
KHSU 90.5 FM**

Campus Open

One-sided sign at entrances posted for bicycles, bus passengers, and motorists entering the campus:



Tsunami Watch/Warning

One-sided sign at entrances (or at exits if off-campus danger exists such as Tsunami) for bicyclists, bus passengers, and motorists entering (or leaving) the campus:

**TSUNAMI
WATCH / WARNING
STAY AWAY FROM
OCEAN & BAY!
Info: 826-INFO (4636)
KHSU 90.5 FM**

Test Sign: Drill Today

One-sided signs to advise bicyclists, bus passengers, and motorists entering the campus that emergency notification systems are being tested. Signs are placed where they would be in a real emergency situation.



**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)/STUDENT WELLNESS TEAM

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**

- The task of the TAMT 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, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.
- When engaged in the FUSD 5150 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.

Threat Assessment Management Team/Student Wellness Team

NAME	TITLE	ALTERNATE	ALTERNATE
Dave Navarre	Administrator	Principal, Assistant Principal or Designee	Jim Monge, Mark Sahlberg
Eileen Klima	Mental Health Professional	School Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment	Kathi Olesen
N/A	School Nurse	School Social Worker or other staff determined by the principal	

Threat Assessment and 5150 Procedures

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)*

Danger to oneself or others (5150) Procedures:

California Welfare and Institutions Code. 5150

When any person, as a result of mental disorder, is a danger to others, or to himself/ 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/she knows to be false.

1. The SITE THREAT ASSESSMENT MANAGEMENT TEAM (STAMT) consisting of administrators, SRO/Police, appropriate staff/others, psychologist, SAP or mental health worker will utilize threat assessment guidelines to help determine the significance of a threat: Low, Medium, High.
2. If the threat is deemed to be a credible **HIGH LEVEL THREAT**, the STAT will recommend:
 - A school discipline/law enforcement response
 - Student Wellness Team Process (W&I Code 5150) (See 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/others and communicate with the Assistant Superintendent.
4. The DISTRICT THREAT ASSESSMENT TEAM (DTAT) will address as necessary:
 - Liability issues
 - School safety issues
 - Student Services disciplinary issues
 - Legal issues
 - Special Education issues
5. The Executive Director or designee will contact Stacy Lane (445-7055) JPA Coordinator, or Taylin Titus (445-7067), Risk Manager. They will convene the DTAT and communicate with the Site Administrator to develop a course of action.

The DTAT will consist of:

Director of Risk Management or designee

- Executive Director

And when appropriate:

- Assistant Principal, Dean of Students
- School Psychologist
- District Legal Counsel

6. When it is determined that the student will return to campus, a meeting will be held to discuss:
 - A Student Wellness Plan
 - Mental Health Plan, if appropriate
 - Programs and Services

7. The appropriate School Site Administrator will follow up to evaluate the adequacy of the Student Wellness Plan/Mental Health Plan.

Threat Assessment Guidelines

Note: The Threat Assessment Guidelines, Threat Assessment Protocol and Threat Assessment Worksheet are not intended to be used as a “profiling” tool. They should be used only after a threat to help evaluate the severity level of that threat in the total context of the student’s history, personality, family, school and social dynamics.

Threat Assessment Levels

Threat Assessment levels are meant to assist team members in developing a response that is appropriate to a specific incident. Threat levels are assigned to situations not persons. Threat levels are not a “diagnosis” and are not part of the written record of intervention.

A threat is referred to the Site Administrator and, if necessary, the Site Threat Assessment Team (STAT) composed of administrators, School Resource Officer, Probation Officer, appropriate staff/others, psychologist, SAP or mental health worker to determine the severity level. Following an incident report to the site’s area office, the District STAT may be convened to address safety issues.

Low Level Threat (1): A threat that poses a minimal risk to the victim and public safety.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests the person is unlikely to carry it out. It could be impulsive, a form of teasing, or show of bravado. “I could just kill him for saying that,” “You better not mess with me, I’ll beat you up”.

Medium Level Threat (2): A threat that could be carried out, although it may not appear entirely realistic.

- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the person/s has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the person/s has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – allusion to a book or movie that shows the planning of a violent act or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: “I’m going to beat that kid up.” “I’m serious!” or “I really mean this!” “Wait until you see what happens next Tuesday in the cafeteria”.

High Level Threat (3): A threat that appears to pose an imminent and serious danger to the safety of others.

- The threat is direct, specific and plausible.
- The threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the person/s has acquired or practiced with a weapon or has had the victim under surveillance.
- There may have been attempts to recruit accomplices, or evidence of physical evidence: written plans, lists of victims, drawings, weapons, bomb materials, or literature explaining how to carry out the acts of violence. “I am going to shoot Mr. Smith with my shotgun.”

Threat Assessment Protocol

Site administrators using this protocol will often be able to assess a level one threat and act upon the incident using a routine approach to investigating and documenting a school discipline issue.

When a school administrator, in the course of investigating a threat, identifies elements of a higher-level threat, a team should be convened and the site Principal should be informed.

Statement: *The central question of a threat assessment is whether a student poses a threat, not whether a student made a threat.*

Less than 20% of school shooters communicated a direct or conditional threat to their target before the attack.

- More than 80% did not make a direct threat, but they did communicate their intent and or plans to others before the attack.
- Judgments about a student’s risk of violence should be based upon analysis of behaviorally relevant **facts**, not “traits” or “profiles.”
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- There should be thoughtful probing, healthy skepticism, and attention to key points about pre-attack behaviors, a striving to be both accurate and fair. There should be credible verification of all essential “facts” and corroboration about an attacker’s interests, statements, and actions.
- There should be liberal use of “common sense” throughout.

Step One: Referral to Administrator, and STAT if needed.

Step Two: Threat Assessment

- Is it specific? Was there pre-planning? Were diaries, journals, web sites used to record thinking?
- Is it direct, detailed? Does it have a: motive, intent, time, place? Were there attempts to recruit accomplices?
- Are there means to carry it out? Were weapons sought out? Was there practice with weapons?

Step Three: 4-Pronged Assessment

(1) **Personal behavior:** Based on information from faculty members and family members who knew the person before the threat was made: Immaturity, leakage (revealing clues), low frustration tolerance, poor coping skills, “injustice collector”, depressive/suicidal, paranoia, narcissism, alienation, dehumanizes others, lack of empathy, externalizes blame, hit lists, closed/peripheral social group, bullying victim, fascination with violence-filled entertainment, excessive reference to mass murder/shooting sprees, stalking behavior, anger problems, radical changes in behavior, romantic breakup?

(2) **Family dynamics:** Turbulent parent-child relationship, “dominates” at home?

(3) **School dynamics:** “detached” at school, bully or victim, belongs to hate or fringe group, distrusts school?

(4) **Social dynamics:** unrestricted access to themes and images of extreme violence, isolated/alienated?

Step Four: Other Interviews

- Parents: Get signature for **Interagency Authorization for Release of Information**
- Target of threat: Is interviewed. Is the threat likely to be acted upon? History?

Step Five: Evaluation and Response

Level 1: Low - The threat poses little threat to public safety and in most cases would not necessitate law enforcement investigation for a possible criminal offense. Extensive interviews are usually not necessary. **RESPONSE: *School counseling/mediation or disciplinary action could be an appropriate response.***

Level 2: Medium - The response should in most cases include contacting law enforcement agencies, as well as other sources, to obtain additional information (and possibly reclassify the threat into the high or low category). **RESPONSE: *School disciplinary actions and/or referral for service may be appropriate responses.***

Level 3: High - Almost always the school should immediately inform the appropriate law enforcement agency and they should be involved in whatever subsequent actions are taken. **RESPONSE: *A high level threat may result in:***

- **Suspension**
- **Referral for expulsion**
- **Criminal prosecution**

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 Assistance Team/5150 process will result. (See 5150-procedure flowchart).

Terms and Factors

Direct: It identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: “I am going to place a bomb in the school’s gym.”

Indirect: It tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: “If I wanted to, I could kill everyone at this school!”— and suggests that a violent act COULD occur, not that it WILL occur.

Veiled: It is one that strongly implies but does not explicitly threaten violence. “We would be better off without you around anymore” clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

Conditional: It is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: “If you don’t pay me one million dollars, I will place a bomb in the school.”

Factors in Threat Assessment

Specific Details: These can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the threatener will follow through on his threat: the means, weapon, method, date, time, place and identity of victim(s) and concrete information and plans.

Logical, Plausible Details: These suggest a very real possibility of being carried out and a high level of risk. Details that are specific but not logical or plausible may indicate a less serious threat that is unlikely to be carried out.

Emotional Content: This can be an important clue to the threatener’s mental state. Though emotionally charged threats can tell the assessor something about the temperament of the threatener, they are not a measure of danger. They may sound frightening, but no correlation has been established between the emotional intensity in a threat and the risk that it will be carried out.

Precipitating Stressors: These are incidents, circumstances, reactions, or situations, which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless, can become a catalyst. The impact of a precipitating event will obviously depend on “pre-disposing factors”: underlying personality traits, characteristics, and temperament that predispose and adolescent to fantasize about violence or act violently. These must be considered together with broader information about these underlying factors.

Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School

THREAT ASSESSMENT WORKSHEET

NAME:	SCHOOL:	DATE:
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STEP 1: REFERRAL

1. Referred to administrator/STAT?

STEP 2: TYPE OF THREAT

1. Is the threat specific and direct?
2. Does it have detail?
3. Are the means to carry out the threat available?

STEP 3: FOUR PRONGED ASSESSMENT*

- Prong 1: PERSONALITY
- Prong 2: FAMILY
- Prong 3: SCHOOL
- Prong 4: SOCIAL

Student/Parent Interview

- Access to weapons?
- Actual preparations?
- Seriously intends to carry out the threat?*

Target of Threat Interview

Is it likely to be acted on?

STEP 4: EVALUATION AND RESPONSE

- o *Parent Conference/ School Based Discipline and or Services (suspension, SAP referral etc.)*
- o *Refer to law enforcement*
- o *5150 evaluation*
- o *Convene Student Wellness Team*

**Comprehensive Youth Services/Northern Humboldt Union High School District
Assessment of High Risk Areas**

Student Name _____ ID# _____ Date _____
 (Give a copy of this form to: COPE/Law Enforcement)
 SCHOOL _____ ADMINISTRATOR _____ PHONE _____
 Completed by Referring Professional: _____ Title _____
 _____ (SIGNATURE)
 Referrer's Phone _____ Pager _____

Suicide Risk: _____ Denied _____

Ideation _____ Current _____ Most Recent _____ Onset _____ Frequency _____
 Prior Attempts Method _____ Most Recent _____ Known? _____
 Intent _____ Plan _____ Means _____ Other's Suicide _____
 Self-Mut. _____ Method _____ Most Recent _____ Onset _____ Frequency _____

Contributing Factors: _____

Hospitalizations: _____

Add'l Info/Reason for Referral: _____

Homicide Risk/Threat Assessment:

Ideation _____ Current _____ Most Recent _____ Denied _____ Onset _____ Frequency _____
 Intent _____ Plan _____ Means _____ Hx of Violence _____ Gang Affil. _____ Other's Death _____
 intended Victim _____ Reason _____

Add'l Info/Reason for Referral: _____

Child Abuse Assessment:

Current _____ Type _____ Offender _____ Denied _____

Report: Made _____ Verified _____ Date _____ Time _____ CPS _____ LE _____ Spoke to _____

Past _____ Type _____ Offender _____

Report: Made _____ Verified _____ Date _____ Time _____ CPS _____ LE _____ Spoke to _____

Hx of DV _____

Substance Abuse Assessment:

All Denied _____

Own Use Denied _____

Substance	1 st Use	Present Use	Past Use	Parents Aware	Amount/Frequency	Uses Alone	Uses W/others	Friends Use	Family History	Add'l Info
Alcohol										
Marijuana										
Tobacco										
Other										

Related Factors (Reported by Student _____ Parent _____ Teacher _____ Other _____, _____)

- ___ Sad/Irritable/Angry
- ___ Diminished Interest
- ___ Weight Loss/Gain
- ___ Insomnia/Hypersomnia
- ___ Psychomotor Agitation/Retardation
- ___ Inability to Concentrate
- ___ Fatigue/Loss of Energy
- ___ Feelings of Worthlessness/Guilt
- ___ Recurrent Thoughts of Death/Suicide

Dr/Therapist _____ Dx _____ Meds _____ Duration _____
Impulsivity _____ Coping Skills _____ Support System/Resources _____

Family Mental Health History: Unknown _____ Denied _____
Relation _____ Diagnosis _____

Outcome

Wellness/Safety Plan Required _____ Referred to Dr. _____ Ref'd Psych Eval _____ Ref'd Med Eval _____ Tarasoff _____

Ph'd/Met Parent _____ Crisis Mgt Info _____ COPE Team _____ Law Enforcement _____ PACT/CAIR _____

Add'l Info: _____

**Northern Humboldt Union High School District
Arcata High School/Six Rivers Charter High School**

STUDENT ASSISTANCE TEAM

Jim Monge (Assistant Principal), Mark Sahlberg (Dean of Students), Deena Faull, Kathi Olesen (Academic Counselors), Eileen Klima (Crisis Counselor), N/A (Nurse), Valerie Franklin (School Psychologist)

Objective

SAFE SCHOOLS/HEALTHY STUDENTS is a Federal initiative of persons whose mission is to develop and maintain programs and intra/inter agency collaborations that promote physical, mental, and social health in our students with the goal of promoting educational success.

The objective of the Student Assistance Team is to coordinate the care of students who have been recently evaluated for and/or held on Welfare and Institutions Code 5150 status.

Students Will:

- Have a Student Assistance Team Plan (Safety, Mental Health and, when appropriate, Educational Plan) developed after a 5150 assessment
- When appropriate, participate in the Student Wellness Team Meeting

Parents Will:

- Participate in the Student Assistance Team Meeting

Staff Will:

- Follow 5150 Procedure Checklist and Flow Chart (Attachments 1, 2)
- Minimally include Parent, Student, Site Administration representative, and School Psychologist on Student Assistance Team. (May also include: Nurse, Teacher, Counselor, Mental Health Worker, private provider.)
- Develop Student Assistance Team Plan collaboratively
- Complete Student Assistance Team Plan (Attachment 3) and distribute to appropriate individuals
- Keep all Student Assistance Team information **confidential**
- Utilize appropriate release of information forms
- Collaboratively decide when to end the Student Assistance Team Plan

Student Assistance Team Concept:

Student Assistance Teams are responsible to the Site Principal for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation.

The School Site collaboratively determines how the SAT operates; keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines.

Minimally, Student Assistance Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurses, School Counselors, School Social Workers, Mental Health Workers (County/ contracted), and private providers.

The SAT meetings do not have to be formal, but must be documented. The plan is intended to be short-term and for the acute situation only.

Roles and responsibilities will be determined by the Site Administration. The Professional completing the Assessment of High Risk Areas form will be the contact person for the Student Assistance Team who determines who the contact (case manager) will be.

Site 5150 files will be maintained by Site Administration or designee.

Student Assistance Teams will report concerns about processes and about efficacy of the Team to the site administrator.

**REMOVAL OF STUDENT FROM SCHOOL
DURING SCHOOL HOURS**

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

When 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.**

2016-17 Six Rivers Charter High School -- Safe School Plan

Committee Members:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Head Custodian</td> <td style="width: 50%;">School Nurse</td> </tr> <tr> <td>Secretary</td> <td>SRCHS Principal</td> </tr> <tr> <td>AHS Parent</td> <td>PCHS Principal</td> </tr> <tr> <td>Teacher</td> <td></td> </tr> <tr> <td>Dean of Students</td> <td></td> </tr> <tr> <td>Clerk</td> <td></td> </tr> <tr> <td>Assistant Principal</td> <td></td> </tr> </table>	Head Custodian	School Nurse	Secretary	SRCHS Principal	AHS Parent	PCHS Principal	Teacher		Dean of Students		Clerk		Assistant Principal	
Head Custodian	School Nurse														
Secretary	SRCHS Principal														
AHS Parent	PCHS Principal														
Teacher															
Dean of Students															
Clerk															
Assistant Principal															
Vision Statement SRCHS	At Six Rivers Charter High School we are a resilient, open-minded, interest based learning environment that is dedicated to encouraging and challenging individuals to ensure that each person is prepared to be an adaptable and productive member of society.														
Mission Statement AHS	Arcata High School's mission is to provide educational opportunities that enable all students and staff to reach their full potential in a safe, supportive environment.														

<p>Data Sources Reviewed and How the Data Determined the Goals:</p>	<p>California Healthy Kids Surveys, spring 2018 to 9th and 11th grade. Suspension and Expulsion Reports Teacher and Staff Surveys (WASC and CHKS) Previous safe school reports and meetings with former members of committees Law Enforcement, Crime, and Data Reports</p>
<p>Areas of Pride and Strength:</p>	<p>Working with Battalion Chief Sean Campbell on safety procedures/protocols Fall 2017 to present Revised Fire Alarm and Active Shooter protocol for 2018 Supportive/caring faculty and staff Small community/campus helps us to know all students Supervision of parking lots by administration Teachers make an effort to refer students to the office when they see potential problems or issues Teacher collaboration Administrative support Constant communication with administration and staff Adults are visible and connecting with students at lunch/after school Safe environment, modern, rigorous academic curriculum, a variety of academic options When problems arise they are addressed/students know administration teachers, staff will take care of issues Small school-generally peaceful, no gang activity Potential to implement changes somewhat quickly and easily Student pride in subcultures: i.e.; athletics, ASB, The Tiger (mascot), Diversity Club, Crossfire Club, etc. Students and teachers support each other when a tragedy occurs; there is a strong sense of community Resources available for students include administration, crisis counselor, parents, nurse, custodial staff Extracurricular activities are available to all students (sports, clubs, volunteer opportunities) Support for exchange/new students is encouraged and available</p>

<p>Areas We Wish to Change:</p>	<p>School-wide acceptable definition of racism and bullying and consequences for various issues (identification and education)</p> <p>Improve student behavior with regard to public displays of affection</p> <p>Consistency with school wide policies—post consequences (posters) in classes and on web page</p> <p>Raise awareness level of faculty/staff when issues arise</p> <p>Utilize Diversity Club and Gay/Straight Alliance Club for projects</p> <p>Arrange speakers to discuss cultural and racism issues</p> <p>Students using racial slurs or inappropriate ignorant vocabulary regarding others</p> <p>Improve respect toward facilities and people</p> <p>Promote positive role models, especially among athletes, actors, cheerleaders</p> <p>Cross curriculum/collaboration teams – to improve communication amongst staff</p> <p>Improve student access to teachers</p> <p>Add more cultural awareness into the curriculum</p> <p>Community involvement and cultural events open to all members of community</p> <p>Where do we draw the line? Distinguishing between joking, hurting-need clear line and teaching to students</p> <p>Open campus/intruders on campus/How safe are we?</p> <p>Lighting—some areas dark in early morning or late night</p> <p>Increased supervision by faculty and staff during lunch and nutrition break</p> <p>Address and educate students about Cyber bullying</p> <p>Educate students about Dating/Relationship Issues</p> <p>Increased communication and accessibility of information to parents and community members.</p>
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COMPONENT 1: The Social Climate - People and Programs	Who Will Take the Lead	Completion Date & Budget	Resources Needed	How We Will Monitor and Evaluate
<p>Goal #1: To improve the overall social climate of the school by working on the following areas:</p> <p>Appropriate social behaviors</p> <ul style="list-style-type: none"> • Consistent Policy/Procedures (Discipline) • Relationships • Peer mediation/Peer Counselors 	<p>Administrators, Certificated and Classified Staff Wellness Comt. Student Assistance Team Members Crisis Counselors</p>	<p>ASB Yearly</p> <p>Ongoing</p>	<p>ASB Funds</p>	<p>Peer Counselors</p> <p>Girls/Boys Groups with School Psychologist/Crisis Counselor</p> <p>Spare Change Performance</p>
<p>Drug and Alcohol Issues Addressed</p> <ul style="list-style-type: none"> • Consistent supervision at school sponsored activities (sports, dances, rallies) • Increase counseling (individual and group) and services to students • Continue training on identifying drug use (especially new “choice” drugs) 	<p>Administrators, Certificated and Classified Staff APD</p>	<p>Ongoing</p>		<p>California Healthy Kids Survey Results</p> <p>Health Class Curriculum</p>
<p>Bullying, Threatening Behavior</p> <ul style="list-style-type: none"> • Address “put-downs” dealing with race, sex, religion • Address foul language, inappropriate language • Address cyber space bullying 	<p>Administrators, Certificated and Classified Staff Parents and Community Members</p>	<p>Yearly— MAA Funds SVCP Grant REMS Grant</p>	<p>Spare Change</p> <p>Assemblies as Appropriate</p>	<p>New Grants- check with Jack</p>
COMPONENT 2: Physical Environment - Place	Who Will Take the Lead	Completion Date & Budget	Resources Needed	How We Will Monitor and Evaluate
<p>Goal #1: To improve the safety of the school by working on the following areas:</p> <ul style="list-style-type: none"> • Implement Incident Command System and Train Staff 	<p>Dean of Students Vice Principal Principal</p>	<p>SVCP Grant REMS Grant</p>	<p>Attend appropriate Safe School Conferences</p>	<p>Inservice for teachers and staff and update posters for classrooms regarding emergency bell system</p>

<ul style="list-style-type: none"> Emergency Preparedness Drill and Practice 				<p>Practice drills throughout school year. Evaluate success of responses to different drills.</p> <p>Practice tabletop drills at Faculty Meetings. Invite local emergency agencies to evaluate (fire dept.)</p>
<ul style="list-style-type: none"> Develop plan for improving lighting and security on campus. Purchase/Implement SNAP talk (software program to communicate to classrooms during emergency situations). 	<p>Principal Assist. Principal Head Custodian</p>	<p>Research various grants and local service groups Cameras have been purchased and installed 2012 and 2016</p>		<p>Monthly walk around Surveillance cameras</p>

<p>Method for Communicating Plan and Notifying Public: Date of School Site meeting, methods of communication, notification letters to be attached, suggested revisions and action taken, Date of School Board meeting, date of School Board approval</p>	<ul style="list-style-type: none"> • School Site Council Review: June 2018 • Northern Humboldt Union High School District School Board Meeting: June 2018 • Associated Student Body: June 2018 • Post on AHS Homepage: June 2018
<p>Review of Progress for Last Year: Copy of SARC attached</p>	<p>Ongoing drill and training regarding fire and lock down drills continue each semester. We are also working on updating Safety Plans, Evacuation of Special Education Populations and Improving and Implementing ICS for all emergency situations.</p> <p>AHS/SRCHS continues to provide staff development to teachers and staff on many safety issues.</p>
<p>Law Enforcement Review:</p>	
<p>Site Council Approval:</p>	

Directions

1. Establish:

-) Safe School Leadership Team**
-) Threat Assessment Team/Student Wellness Team**
-) First Aid Responders**
-) Student Release Team**

2. Update your site map.

3. Establish:

-) Strategies for improving school safety/climate**
-) Fire Drill Schedule – Two times per year at the high school**
-) Lockdown Drill – Twice per year (once a semester)**
-) School Phone Tree**

4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site.

5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved it's development.

6. Submit your Comprehensive Safe School Plan to the Executive Director for Board approval.

7. Completed plans must be submitted no later than June 1st of the school year.

ON CAMPUS THREAT RESPONSE PROTOCOL

An “active shooter” is an individual who is engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. *Victims are selected at random. The event is unpredictable and evolves quickly – usually over with in less than five minutes.*

Knowing what to do can save lives. When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation.

You have three options:

RUN

- Run to the nearest safe place regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape (if possible to do so and maintain safety)
- Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter may be
- Keep your hands visible
- Once you get to a safe location, remain with others who have escaped with you and call 911
- Notify the school of your location (or law enforcement if necessary), including the names of people who are with you

HIDE

- Hide in an area out of the shooter’s view. Use barriers if possible.
- Lock door or block entry to your hiding place.
- Silence your cell phone (including vibrate mode) and remain quiet.
- Call 911
- If locking down in a room, use heavy items to barricade doors
- Follow lockdown procedures
- Arm yourself with anything that can be used as a weapon
- Use tables/cabinets to build a defensive barrier within the room
- Assume defensive positions

FIGHT

- Fight as a last resort and only when your life is in imminent danger

- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible (gouge eyes, choke, groin shots, stab ...)
- Improvise weapons or throw items at the active shooter
- Commit to your actions . . . your life depends on it

When law enforcement arrives:

- Remain calm and follow instructions
- Drop items in your hands (e.g., bags, jackets)
- Raise hands and spread fingers
- You may be handcuffed, searched, or put prone on the ground
- Keep hands visible at all times
- Avoid quick movements toward officers, such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not ask questions when evacuating
- The first officers to arrive on scene will not stop to help the injured
- Rescue teams to follow initial officers and will treat and remove injured

What to expect after the threat is over:

- You will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.
- Witnesses will be identified and questioned.
- School will be closed.

Fire Alarm

IF YOU SEE SMOKE OR FIRE CALL 911. DO NOT WAIT TO BE INSTRUCTED TO MAKE THE 911 CALL. DO NOT ATTEMPT TO CONTACT AN ADMINISTRATOR PRIOR TO MAKING THE 911 CALL.

When the Fire Alarm goes off staff should take the following steps:

Step 1: Teachers determine immediate threat:

- Is there a visible threat of fire?
- Is there heat in the room? Smoke? Odd smell?
- Listen for announcement on intercom
- Administration should:
 - Review service panel to determine fire location
 - Announce fire location on intercom
 - Announce fire alarm protocol to be followed:
 - ♣ Lockdown
 - ♣ Modified Lockdown (lockdown while keeping door unlocked)
 - ♣ Evacuation/Partial Evacuation
 - ♣ Assume command by implementing Incident Command System

Step 2: Teachers decide between two options:

- Evacuate students to a safe location
- Defend in place (modified lockdown)
 - Students and staff follow lockdown/modified lockdown (door unlocked) procedures
 - Continue to monitor and assess fire or other threat

Step 3: Teachers await final instructions:

- Teachers will wait further instruction (if either evacuated or defending in place)
 - Stay or return to classrooms
 - Those who have evacuated will be notified of next steps