

SCHOOL SAFETY PLAN

Duval MYcroSchool, INC.

MYcroSchool Charter High School

MY School MY Way

SCHOOL MISSION

The **Mission** of the Duval MYcroSchool is to provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in

MY School, MY Way[®]

Duval MYcroSchool, INC.

Safe School Vision

1. Duval MYcroSchool will provide a safe, orderly, and secure environment conducive to learning.
2. Duval MYcroSchool will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
3. Duval MYcroSchool will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Duval MYcroSchool will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Duval MYcroSchool will develop an academic program that will focus on high expectations of student performance and behavior in all aspects of the school experience.
6. Duval MYcroSchool will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

MYcroSchool places a high priority on keeping the school safe and secure for all students and staff. Threats of random acts of violence across the country have seriously heightened our resolve to be vigilant as well as to be prepared for any emergency that may arise. Should we have a major disaster during school hours, our staff and students will use the attached, detailed disaster plan that has been formulated so that staff members will be prepared to respond to any major catastrophe. The plan will be reviewed annually and revised as appropriate. All staff will be trained in the plan and assigned some of the specific responsibilities described in the plan.

AUTHORITY

Duval MYcroSchool is a public school that operates according to the terms of a charter approved by Duval County Public Schools and will operate in accordance with the provisions of the Florida Department of Education and the school district.

A copy of this written plan will be kept in the MYcroSchool administrative office with training provided to all staff on an annual basis.

PURPOSE

The safety of students and staff is a primary responsibility of the school staff. These emergency/crisis procedures are implemented to save lives and prevent injuries in case of an imminent or actual disaster or on-site emergencies.

SAFETY EDUCATION

A. GENERAL

Education and training are the means by which safety behavior is developed. Education is the process of teaching safety in job performance or operation and training is the process of developing skill while performing jobs or operations.

The three aspects of safety education and training are:

1. Development of positive safety attitudes
2. The imparting of knowledge necessary for safe performance of various jobs and operations
3. Skill development to a level commensurate to job requirements

B. DEVELOPMENT KNOWLEDGE

Knowledge of rules and procedures is essential for safe performance on any job or operation. Staff must possess appropriate knowledge in order to impart and develop safe attitudes among their students/reporting personnel.

C. SAFETY EDUCATION

Instructors/staff should explain thoroughly to everyone the reason for safety rules and regulations and intelligently apply discipline for violations in conjunction with explaining the reasons personnel and students will be expected to follow safe practices or meet their responsibilities.

All new students and their parents (if minor students) will receive instruction on safety during the enrollment and orientation period when they enter MYcroSchool.

Equally important in building understood safety attitudes among staff and students. The principal is responsible for ensuring that all staff and students understand the need and correct usage of specific protection equipment clothing.

D. LEARNING ENVIRONMENT SAFETY

Individuals will inspect and monitor their work areas on a regular basis and report any noted hazards or discrepancies, not immediately able to be corrected, to the school administration.

SCHOOL DEMOGRAPHICS

A. NAME AND LOCATION

Name of School: Duval MYcroSchool, INC.
Address: 1584 Normandy Village Parkway, STE 25
City, State, Zip: Jacksonville, FL 32221
Telephone Number: (904) 783-3611
Fax Number: (904) 783-3703
Email Address: rachel.maldonado@duvalmycroschool.org

After Hours Contacts: Rachel Maldonado, Principal (904) 783-3611

B. Directions to the School: See Below

From I-95 North

- Take I-10 W to I-295 S
- Take I-295 S to (Exit 19) FL-228 W/Normandy Blvd.
- Continue on FL-228 W/Normandy Blvd.
- Turn left on Normandy Village Pkwy
- Destination will be on the right (Suite #25)

From I-95 South

- Take I-10 W to I-295 S
- Take I-295 S to (Exit 19) FL-228 W/Normandy Blvd.
- Continue on FL-228 W/Normandy Blvd.
- Turn left on Normandy Village Pkwy
- Destination will be on the right (Suite #25)

From I-10

- Take I-295 S to (Exit 19) FL-228 W/Normandy Blvd.
- Continue on FL-228 W/Normandy Blvd.
- Turn left on Normandy Village Pkwy
- Destination will be on the right (Suite #25)

From 295 N

- Take I-295 N to (Exit 19) FL-228 W/Normandy Blvd.
- Continue on FL-228 W/Normandy Blvd
- Turn left on Normandy Village Pkwy
- Destination will be on the right (Suite #25)
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C. ADMINISTRATORS' NAME AND POSITIONS

Chief of Schools: Joy Baldree

Principal: Rachel Maldonado
Administrative Assistant: Melodie Ryan

D. SIZE AND TYPE

Size: 7700 Square Feet – See Map (TBD)
One building containing four academic classrooms and one Postsecondary-Readiness lab
Three offices
Three restrooms
One staff lounge
One server room
Storage closets (TBD)

of Floors: 1
of Exits: 3

E. NUMBER OF STUDENTS/STAFF

Students: 250 Grades: 9-12 9-12

ff: Administrators: 1
Clerical/Registrar: 3
Teachers: 6
School Safety Officer: 1
Total # of Staff: 11

F. SHELTER INFORMATION

Is this school a designated shelter? NO
Is this school an approved American Red Cross shelter? N/A
Does this school have special needs capability? Yes
Does this school shelter pets if needed or requested? No
What is the shelter capacity at this school? N/A

G. LIST OF HAZARDOUS MATERIALS (assumption at this time)

<u>Name of Chemical</u>	<u>Quantity**</u>
Clorox Spay	1 bottle
Pine Sol	1 bottle
Windex	1 bottle
Misc. cleaning items	1 bottle each

Please note: These items will be in a locked area in a storage closet.

**Products are replenished as needed. There is generally a minimum of one bottle of each product on site.

H. MAPS/LOCATIONS (Maps are not included in this sample plan, but would appear in the actual document submitted to DCPS)

Duval MYcroSchool – Vicinity Map
Duval MYcroSchool – Location Map
Duval MYcroSchool - Main Building
Fire Exit Routes and Evacuation Assembly Areas

LOCATIONS OF:

1. Communication Equipment Locations: MYcroSchool Office and Classrooms. The Principal has direct communication with the Charter School Operations' communication liaison though always on hand set.
2. Emergency Equipment Locations: All classrooms have a Red Cross Safety kit.
3. Medical Equipment Locations: Front office

BASIC PROCEDURES TO FOLLOW FOR A SCHOOL EMERGENCY OR CRISIS

A. INSTRUCTIONAL STAFF

1. Maintain calm and order within the classroom.
2. Keep students in your classroom.
3. Remain with your class at all times.
4. Lock classroom doors, if possible.
5. If the emergency/crisis "Code Red" has been given, look in the hallways for students. If you see them, instruct them to come into your room immediately. (Record their name, teacher and class period.)
6. Check nearest restroom facilities for students, and instruct them to come into your room. (Record their name, teacher and class period.)
7. Do not permit students to leave class.
8. The bells may be shut off. Do not dismiss students until you receive official instructions from a school administrator or law enforcement personnel.
9. The administration will decide if outside assistance is needed.
10. If you hear sound like gun fire or firecrackers, have everyone lie on the floor.
11. If you have any relevant information about the emergency crisis, attempt, if possible, to contact the office. Do not send a student nor leave the classroom unattended.
12. If there is a student disruption, observe carefully and write down any names or specific behaviors you observe. Give the information to the administration.
13. If instructed to leave the classroom with your students, listen to the exit instructions carefully, and take your guidebook, seating chart, keys and purse, etc. with you.
14. If a student should leave your classroom or evacuation site, write their name and time they left. (Try to determine why they left your area.)
15. Trust the administration and/or law enforcement personnel in charge.

B. ALL OTHER STAFF

1. Read above procedures.
2. Remain calm and in control.

3. Remain in area unless instructed otherwise.
4. Check hallway areas and restrooms near your area. If students are present, have them come to your area for supervision. (Take their name(s), teacher name, and period.)
5. Inform the student(s) that they must remain with you unless instructed otherwise.
6. Document any information you think will be helpful.
7. Listen for instructions from administrators or law enforcement personnel.

C. CRISIS MANAGEMENT TEAM RESPONSE

IMMEDIATE safety of the students is the priority. The building principal or designee will contact designated emergency services officer(s) as quickly as possible. The building principal or designee then informs the superintendent. The superintendent notifies the school board. A representative from the school will do his/her best in a crisis situation to utilize the mobile panic alert systems as Florida Statute Rule 6A-1.0018 Alyssa’s Law dictates.

After initial contacts are made, the following steps occur:

1. The building principal or designee will respond to the situation.
2. The principal or designee, in conjunction with authorities, will implement the process that best provides for the welfare of the students.
3. The principal will plan a follow-up and assess the need for additional support.
4. The principal will evaluate the response to discern whether or not changes need to be made prior to a future crisis or emergency.

The site will maintain a working portable cell phone for crisis/emergency situations at all times and will follow the established notification chain for communication purposes.

EMERGENCY NUMBERS

From any phone within the Duval MYcroSchool facility, dial “1+area code+number” to get an outside line.

352-201-4000	NEWCorp Main Office Gainesville, FL
904-390-2144 904-390-2082	Charter School Operations Duval County Public Schools
904-630-0500	Duval County Police Department (non-emergency)

904-645-0124 Duval County Fire Department
(non-emergency)

911 Emergency

1-800-288-1145 AT & T Repair Services
904-247-6100 Jacksonville Emergency Management Services

904-244-4480 Poison Control Center Information

<p>NOTIFICATION CHAIN</p>

IN CASE OF EMERGENCY CONTACT:

Name	Position	Work#	Cell#
Rachel Maldonado	Principal	904-783-3611	904-652-4825
Lyvonnia Green	Graduation Coach	904-783-3611	904-710-7528
Stephen Booth	Student Services	904-783-3611	708-228-0565
Melodie Ryan	Administrative Assistant	904-783-3611	334-437-0324
Valerie Shuman-Wylie	Registrar	904-783-3611	904-401-3087

SAFETY EDUCATION AND TRAINING

A. GENERAL

Education and training are the means by which safety behavior is developed. Education is the process of teaching safety in job performance or operation and training is the process of developing skill while performing jobs or operations. The three aspects of safety education and training are:

1. Development of positive safety attitudes (Education).
2. The imparting of knowledge necessary for safe performance of various jobs and operations (Education).
3. Skill development to a level commensurate to job requirements (Training).

B. DEVELOPMENT KNOWLEDGE

Knowledge of rules and regulations is essential for safe performance on any job or operation. Staff must possess appropriate knowledge in order to impart and develop safe attitudes among their students/reporting personnel.

C. DEVELOPMENT OF SAFETY ATTITUDES

Safety attitude is the ability of an individual to respond effectively and safely under varying circumstances. Safety can be developed through group participation. This

gives staff and students the feeling that they belong and that their objectives (safety) are being considered. Security and trust of all will tend to cause each person to strive to reach the objectives of the group. Self-esteem is an important factor in improving safety attitudes. Those who feel the group respects them will maintain a positive attitude toward safety.

D. EDUCATION METHODS

Discipline, if properly administered, is a sound educational tool. Instructors/staff should explain thoroughly to everyone the reason for safety rules and regulations and intelligently apply discipline for violations in conjunction with explaining the reasons personnel is expected to follow safe practices or meet their responsibilities.

Individual discussion methods can be used. This method is used to encourage improvements in safety attitudes and is conducted in private.

Lecture is the most common educational method used and is most useful in the presentation of safety knowledge necessary for safe accomplishment of specific jobs or operations. Staff should adhere to the following principles when conducting a lecture:

1. Briefly explain the need for safety.
2. Give specific information.
3. Demonstrate the use of safety information in school or job performance.
4. Allow individual to practice applying safety information.
5. Discuss results of this practice.

Other effective methods are group discussions and mass safety communication through the use of safety materials, handouts, posters, and video films. In addition to informing training personnel about the job and ensuring it is done correctly.

All new students will receive student Safety Training. This training will be conducted during the orientation week.

Equally important in building understood safety attitudes among staff and students. The principal is responsible for ensuring that all staff and students understand the need and correct usage of specific protection equipment clothing.

D. MOTIVATION

Incentives motivate staff to adhere to safety standards. The three primary goals and related incentives are:

- Incentives decrease staff injury and increase performance, this a win-win situation for staff, center and company.
- Freedom from injury incentives are full pay, no pain or suffering, no family hardship, no increased center cost as result of personnel injury and a satisfaction of knowing how to safely perform on the job.

- Pride of achievement incentives are sustained superior performance in the field of safety, satisfaction of knowing safe job procedures, supervisor workmanship, recognition as a leader, praise and distinction.

E. SAFE PRACTICES AND STANDARDS

Recommended safe practices, students and rules should be included in all classroom operations and training requirements. Standards and codes developed should be recognized authority such as the American Standards Associations and may be used to the greatest extent practicable in formulating safety requirements.

F. SAFE MEETINGS AND OTHER TRAINING

The site administrator will conduct a training program in connection with the Opening of Schools meeting each year.

The site administrator will conduct safety meetings on an “as requested” and “as needed” basis. Instructional staff will ensure that small unit safety presentations and/or instructions will be given as often as needed.

The Principal will periodically monitor safety and when inadequacies are noted, will submit recommendations to the Board of Directors for corrective action as appropriate.

G. PURPOSE OF SAFETY INSPECTIONS

A certified Safety Officer from the county will conduct school wide area/facility safety inspections on an annual basis.

Individuals will inspect and monitor their work areas on a regular basis and report any noted hazards or discrepancies, not immediately able to be corrected, to their immediate supervisor.

EMERGENCY COMMAND POST LOCATIONS

Main Posts – MYcroSchool Jacksonville

ADMINISTRATION OFFICES

ALTERNATE #1: Business\Career Lab

ALTERNATE #2: English Classroom

In case of a lockdown – Information Area

ADMINISTRATION OFFICES

ALTERNATE #1: Business\Career Lab

ALTERNATE #2: English Classroom

EMERGENCY KIT

Emergency kits will be kept in the main office and will be continuously maintained by the Administrative Assistant. Emergency kits must contain the following items:

- MYcroSchool Emergency Procedures and Safety Plan
- Clip boards
- Current Master Class Schedule
- Current Student Roster
- Current Parent Contact List
- First Aid Kit
- Flashlights (3)
- Magic markers
- Pads, small
- Pencils
- Pens
- Stickers for name tags
- Phone book
- Digital camera and extra batteries
- Matches
- Hurricane Candle

MYCROSCHOOL SAFETY ORGANIZATION RESPONSIBILITY

A. SAFETY

Safety is a high priority at MYcroSchool. The school principal is responsible for all aspects of the operations and the activities that occur on the school site. Although this responsibility cannot be delegated, authority is normally delegated. The site principal has delegated authority to ensure an organized effort is made to deal effectively with emergency situations, promote safety, remove hazards, enforce regulations, and properly train and educate all site personnel. Inherent

with this delegation of authority is the assumption of responsibility to carry out the programs approved by the site principal within the Safety Plan. The delegation of authority will result in the responsibilities set forth below:

B. GENERAL RESPONSIBILITIES

Staff members at all levels have the responsibility for the safety of students and personnel in his/her charge. It is the responsibility of the school principal to instruct personnel thoroughly in the safe practices applicable to the operations that are being performed and to enforce the observance of all property and equipment.

It is the responsibility of all personnel to understand and observe safety standards and regulations which are established for (1) the prevention of injury to themselves and others and (2) damage to property and equipment.

B. SPECIFIC RESPONSIBILITIES

PRINCIPAL AND MYCROSCHOOL STAFF ARE RESPONSIBLE FOR:

Incorporating safety practices covering all operations under their jurisdiction where potential hazards are involved which would cause injury, death, or disease to students or personnel working on or in the area of such operations. These practices will be coordinated with the MYcroSchool staff.

1. Appointing a team leader as an inspector for building safety items
2. Establishing safety protection procedures in their respective areas to be held monthly; written reports submitted to the principal.
3. Ensuring adequate safety training for all staff members.

PRINCIPAL IS RESPONSIBLE FOR:

1. Planning and directing the MYcroSchool Safety Plan.
2. Coordinating preparation of MYcroSchool Safety Rules and Regulation.
3. Conducting safety inspections, reviewing operating procedures, observing activities, and recommending corrective action to control or eliminate accident-producing hazards.
4. Maintaining reports of accidents to include making comprehensive analysis for accident prevention purposes, preparing reports required by higher authority and recommending corrective action to control or eliminate accident producing hazards.
5. Giving technical assistance to the MYcroSchool staff.
6. Initiating safety news releases, preparing safety exhibits displaying safety plans, posters, and maintaining related visual safety aids for the purpose of simulating an awareness and interest in safety.
7. Keeping the Educational Service Provider and DCPS informed of safety problems and accident prevention progress.
8. Coordinating in injury/compensation investigations with the Human Resource office.

9. Responsible for site Fire Prevention and Protection.

FACULTY/TEACHING STAFF IS RESPONSIBLE FOR:

1. Participating in implementing a safety and crisis management plan and being familiar with all aspects of the plan.
2. Executing duties as outlined in the safety/crisis management plan.
3. Participating in post-orientation of staff and students.
4. Being familiar with all avenues of exit in the building.
5. Securing the classroom upon exit
6. Accounting for all students under his/her supervision during the crisis & Reporting to the principal any missing or injured students

Duval MYcroSchool Campus – Team Leader Assignments

MYcroSchool Lab (Science Room)	Team Leader – D. Cutter Alternate – V. Shuman- Wylie
MYcroSchool Lab (Math Room)	Team Leader – A. Richoux-Waters Alternate–M. Ryan
MYcroSchool Lab (Soc Stud Room)	Team Leader – E. Pike Alternate – ITA, TBA
MYcroSchool Lab (English Room)	Team Leader – H. Lee Alternate – A. Haynes
Bus. Career Lab (Title I Room)	Team Leader – S. Booth Alternate – Guardian, TBA

DAY-TO-DAY OPERATIONS

A. SCHOOL SAFETY ZONE

A School Safety Zone is defined as in, on or within 1,000 feet of any real property owned by or leased to any public or private elementary school, secondary school or school board, and used for elementary or secondary education. The School Safety Zone describes the area in which various offenses occur, i.e., carrying weapons, loitering, being present without authorization, etc. “Drug Free Zone” and “No Weapons” signs are posted on the school’s grounds and within the building. This is a statement to the school’s commitment to provide a comprehensive area

of 1,000 feet that is violence-free, weapon-free, and drug-free.

The site principal will implement the appropriate system policy for school cancellation, evacuation, and transportation, early or late dismissal in response to such a school safety zone, school district directives, or community disaster. Communication between DCPS, the ESP, public safety and school administrators will be maintained at all times.

B. VISITORS

All visitors to the school are required to sign in at the school office, get a visitor ID, and state the reason for their visit. They are also required to sign out at the office prior to leaving the school grounds.

FIRE SAFETY

A. DRILLS AND TESTING

The MYcroSchool principal shall conduct monthly fire drills and training as necessary to ensure a high degree of proficiency in evacuation procedures.

Fire exit drills will be made to ensure the efficient and safe use of exit facilities. Drills will be conducted monthly. The Duval County Fire Department will provide assistance in conducting drills upon request.

B. FIRE EXTINGUISHERS

Fire extinguishers shall not be removed from their assigned locations except for firefighting. Fire protection equipment shall be kept in designated places and in plain sight. Extinguishers and fire protection equipment will be inspected on a regular basis and a log of inspection dates will be maintained.

Any person noting a damaged fire extinguisher shall report the damage to the Principal. The Principal shall investigate all incidents that result in damage to fire extinguishers located within their areas of responsibility and shall initiate corrective action to prevent recurrence of such incidents.

C. FIRE HYDRANTS AND OBSTACLE OF PASSAGE

Roadways, passageways, fire lanes, etc., leading to fire hydrants, fire alarm boxes, and firefighting equipment, shall remain free of obstruction at all times.

Access to doors and windows opening off building ramps or loading platforms shall remain free of obstructions at all time.

D. FIRE EVACUATION DRILLS

It shall be the responsibility of all staff and students to understand and adhere to the provisions of this procedure.

Procedure:

Fire evacuation drills shall be conducted on a monthly basis to familiarize all occupants with the drill procedure and to establish the drills as a routine.

Drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that exist in case of fire. Drills shall be held monthly, at different times of the day.

A complete evacuation will be conducted with the sounding of the fire alarm in all areas. The only exception to this rule will be when prior notice has been given by maintenance or security personnel that the fire alarm system is undergoing testing.

The principal is responsible for planning and conducting fire evacuation drills. When conducting drills, emphasis shall be placed upon the orderly evacuation under proper discipline, rather than upon speed. Therefore, no running or horseplay shall be permitted.

Fire evacuation drills shall not include any fire extinguisher operations. No furnishings, decorations, or other objects shall be placed in areas that would obstruct exits, access, egress, or visibility. Doors shall not be locked or blocked to ensure staff is able to lead students to safety.

All staff members shall be trained and drilled in the duties they are to perform in case of fire, panic or other emergencies, in order to be of greatest service in effecting orderly exit or assemblages. Personnel should be pre-assigned to ensure that all doors and windows are closed and that the building has been completely evacuated. This task should be accomplished only when it does not endanger the safety of personnel assigned.

The principal will maintain documentation on all fire drills conducted on center, even if the alarm was set off by horseplay or similar activity.

Staff assigned to their respective areas at the time of alarm activation will complete a head-count report and forward report to the principal for his/her files.

All fire drills will be documented and documentation will include building, time of day, date, number of persons evacuated, and time required for complete building evacuation.

FIRE ON CAMPUS

BEFORE

- Train administrators and staff members on the safety plan.
- Post an evacuation procedure in every room of the building.
- Post the evacuation route near exit locations of every room/hallway.
- Follow state and district guidelines in relation to conducting monthly drills to practice evacuating the facility and to learn the evacuation routes.
- Conduct school wide fire drills at least once a month in compliance with the school district's policy.
- Log the dates, time, and evacuation times in a log and keep on file in the school.
- Locate areas on campus where hazardous or flammable materials and/or chemicals are stored, and have these areas secured and marked.
- Have fire detection/fire extinguishing equipment checked for effectiveness periodically.
- Conduct periodical fire safety inspections for potential fire hazards.

DURING

In the event of a school fire:

- Call 911. Immediately notify the administrator in charge.
- Verify that an actual fire or smoke is present and note the location of the fire or smoke. If an SRO is present, he or she will assist in evacuation of students and in verifying the location of the fire.
- Wait for the administrator will initiate the evacuation of the campus.
- Escort students to identified safe zones away from the school facility.
- Verify student attendance and account for any missing students.
- Notify Charter School Operations and NEWCorp main office of the incident.
- Call 911 if students or staff members are injured. Move them to a safe location, and treat injuries until Emergency Medical Service arrives.
- Wait for the Fire Commander on the scene to notify the administrator when the fire is out and what actions will follow (i.e.: investigation, etc.)
- Wait for the Fire Commander to inspect the facility for safety.
- Wait for notification of the school administrator as to if and when the students are able to re-enter any of the building.
- Establish an area where buses and student pick-ups can assemble if it is necessary to close the campus.

AFTER

- Determine what follow-up actions are necessary (i.e.: school closing, counseling, cause of fires, etc.)
- Submit a written incident report to the superintendent and CSO.
- Review the Incident Action Plan for effectiveness.
- De-brief with students, parents, and staff, if needed, following the incident.

NATURAL DISASTERS

A. FLOODING IN BUILDING

Instructor / Staff Procedures

1. Be prepared to evacuate area when given instructions.
2. Keep everyone away from flooding water and/or flooded areas.

Administrative Procedures

1. Monitor and evaluate the situation.
2. Contact DCPS, the ESP, and facilities staff in charge of buildings and grounds.
3. Secure the area.
4. Announce “All Clear, All Clear” when appropriate.

B. FLOODING

Flash Flood Watch means that heavy rains occurring or expected to occur may cause flash flooding in certain areas and you should be alert to the possibility of a flood emergency which will require immediate action.

Instructor / Staff Procedures

1. Be prepared to evacuate area when given instructions.

School Administrative Procedures

1. Monitor the situation via the local authorities and school district directives.

Flash Flood Warning means that flash flooding is occurring or imminent on certain streams or designated areas and those threatened should take immediate precautions.

Instructor / Staff Procedures

1. If given instruction, evacuate to safe areas as per the directives of local authorities.
2. Keep everyone away from flooding water and/or flooded areas.

School Administrative Procedures

1. Announce evacuation over the PA system.
2. Contact the central office and DCPS as necessary.
3. Monitor weather in case of further flooding.
4. When emergency is over, conduct a thorough inspection in accordance with local authorities and school district personnel (as required) and if

possible, reoccupy the building.

C. TORNADOES

Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocities inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

Tornado Watch, indicates that conditions are right for a tornado to develop and that the sky should be watched.

Tornado warning means a funnel cloud has been sighted. Take cover.

When warning occurs:

- Warning will come over the Early Warning Weather Alert Radio
- Announce the warning over the PA

Instructor / Staff Procedures

1. Proceed to area designated by chart posted in classroom.
2. Assume ready position, sitting, and knees up, hands around knees.
3. Assume alert position; bring head to knees and hands behind head.
4. Maintain position until “All Clear, All Clear” is announced over the PA system.

School Administrative Procedures

1. Announce tornado warning over the PA system, requesting an orderly and quiet manner.
2. If PA system is inoperable, follow alternate door-to-door procedure.
3. Ensure students / staff are located in designated shelter areas or classrooms.

D. POST TORNADO PROCEDURES

Instructor / Staff Procedures

1. Check students / take roll.
2. Identify missing or injured students.
3. Restore calm.
4. Assess students or staff injuries, call 911. Monitor students until further instructions.

School Administrative Procedures

1. When emergency situation is over, announce “All Clear, All Clear” over the PA system.
2. Contact 911 for medical response.
3. If building has been damaged, evacuate area cautiously.
4. Request transportation, if necessary, for moving students and staff to secondary shelter provision as specified by building’s Crisis Site

- Plan.
5. Continue to monitor weather conditions.
 6. Contact Central Office and DCPS.
 7. File incident report, send copy to Central Office and DCPS.

E. HURRICANES

Hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

Hurricanes Advisories indicate storm is location, direction, wind intensity and speeds

Hurricane Watch is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours

Hurricane Warnings are issued when hurricane conditions are expected in a specific area in 24 hours or less

In the event of a hurricane, school staff is to follow the directives and school cancellation policies as directed by the local school district and school administration as outlined below:

BEFORE

- Educate staff on hurricane preparedness procedures.
- Ensure supplies are on hand during hurricane season; e.g.: garbage bags to cover computers.
- Ensure emergency kit is fully stocked.

DURING

Preparation for a Hurricane

- Move all computer and electronic devices and equipment away from the window.
- Cover all computers and all other electronic equipment and devices with garbage bags.
- Put all papers, supplies, magazines, and other free standing items away in a closet or cabinet.
- Set aside two copies of emergency phone numbers, staff phone numbers, and current student roster to bring to administrators' residence.
- Ensure all doors and windows are locked and that lights are off in classrooms and hallway before exiting building.

AFTER

- Assess initial damages at school site.
- Determine if facility is ready to open or if damages impede opening by considering

the following 5 factors: damage to school facilities; availability of power; operability of traffic signal and signs; timing of damage assessment; access to schools (flooding, debris etc.).

- Complete damage survey report and send to NEWCorp and DCPS' CSO, as required.
- De-brief with staff, students, and parents, as needed.
- Evaluate plan. Revise if needed.

HAZARDOUS MATERIALS

A. CHEMICAL SPILL

Instructor / Staff Procedures

1. Evaluate level of hazardous exposure.
2. Avoid direct contact with chemical.
3. If chemical has contacted skin or eyes, flush for at least 15 minutes.
4. Contact school administration.
6. Do not attempt to clean up spilled chemical without obtaining proper protective equipment.
7. Keep students and staff away from area.

Custodial Procedures

1. If chemical hazards have been identified through the label, proceed with clean-up.
2. Keep students and staff away from spill.
3. Only attempt clean-up if proper protective equipment is available.
4. If spill is too large to handle, contact school administration.

School Administrative Procedures

1. If spill is too large for staff to adequately handle, call 911.
2. If students or staff is injured, call 911 and parents.
3. If chemical spill is severe, initiate building evacuation.
4. Contact NEWCorp and DCPS CSO, as required.
5. File an incident report. Maintain a copy on file at school, NEWCorp and CSO.

B. HAZARDOUS MATERIAL RELEASE

Instructor / Staff Procedures

1. Evaluate level of hazardous exposure.
2. Avoid direct or indirect contact with released material.
3. Contact school administration.
4. Keep students and staff away from area.

School Administrative Procedures

1. Call 911 for fire department.
2. Evacuate or proceed to shelter area based upon Fire Department evaluation.
3. Contact NEWCorp and DCPS CSO as required.

4. File an incident report. Maintain a copy on file at school, NEWCorp and CSO.

ACTS OF VIOLENCE/TERRORISM

LOCKDOWN PROCEDURES

If it becomes necessary to implement a code yellow or code red lockdown, an announcement will be made on the Public Address System. Lockdowns will be announced by the PRINCIPAL or designee.

In the event of a lockdown the following procedures must be implemented:

Code Yellow: No imminent danger

1. Remain calm.
2. Account for all students.
3. Keep students under direct supervision.
4. All staff and students are to remain in the classroom.
5. All staff and students are to return to classes and clear the hallways.
6. Account for whereabouts of all students.
7. Keep lights on and blinds open.
8. Lock all doors and windows.
9. Class instruction may continue.
10. Await further instructions

Code Red: Imminent danger

1. Remain calm.
2. Account for all students.
3. Keep students under direct supervision.
4. Do not leave the classroom or allow students to leave under ANY circumstances.
5. Sweep the hallways and bring students into classrooms.
6. Turn off hallway lights, if possible.
7. Take attendance in the classroom and account for any missing students.
8. Lock all doors and windows.
9. Keep students away from windows and doors.
10. Close blinds or shades.
11. Keep all students quiet.
12. Await further instructions.

Following lockdown:

- Complete a written incident report. Send it to the MYcroSchool Board President and Charter School Operations (CSO).

- Complete any other necessary paperwork.
- Evaluate effectiveness of Action Plan. Revise plan as needed.
- De-brief with staff, parents, and students, as needed

A. BOMB THREAT

Recipient / Instructor / Staff Procedures

1. Engage caller and write down exact statements, if possible record conversation. Try to engage assistance while on the phone. Do not interrupt the caller except to ask the following questions:
 - a) When is the bomb going to explode?
 - b) Where is the bomb?
 - c) What does it look like?
 - d) What kind of bomb is it?
 - e) What will cause it to explode?
 - f) Why are you doing this?
 - g) Who are you?
 - h) Where are you calling from?
2. Notify school administration immediately. Prepare for school evacuation.

School Administrative Procedures

1. Call 911 to relay that a bomb threat has been received.
2. Contact NEWCorp and DCPS CSO as required.

BOMB THREAT/EXPLOSIVE DEVICE ON CAMPUS

BEFORE

- Educate students and staff on procedures to follow for bomb threat/explosive device(s).
- Establish procedures for staff to identify suspicious objects and to notify administration.
- In the event that a telephone call or other notice is received indicating that a bomb/explosive device has been placed in a school, the school will immediately contact and cooperate with the local law enforcement officials.
- The administrator or designee shall take whatever action deemed necessary, which may include evacuation of the school.
- If school evacuation is deemed necessary, follow the procedures for evacuating the facility.

DURING

In the event an explosive device or suspicious object is identified:

- If a potential explosive device is found, stay away from the object.
- Secure the area.

- Notify school administration.
- School administration will contact 911 to advise authorities of the situation.
- School administration will notify the MYcroSchool main office and DCPS Charter School Operations of the incident.
- Radios may be used – if previously used before threat was received – Use caution.
- Use school intercom to announce a school evacuation; instruct staff not to turn off lights.
- During evacuation, direct students and staff away from secured area.

In the event of a bomb threat:

A bomb/explosive device threat may be received by various means, but will usually be by telephone. The person receiving a threat by telephone will note the exact time of the call and attempt to get a voice description of the caller by identifying patterns of speech, etc.

- Follow these procedures.
 - a.) Try to write down the exact words of the caller.
 - b.) Write down the exact time of the call
 - c.) Hang up
 - d.) Immediately dial 911
 - e.) Immediately notify the administrator or designee in the event the administrator is not available.
- The Administrator or designated school official and the law enforcement official present will determine what procedures to follow.
- If the decision is to evacuate, students and staff will evacuate the building immediately in accordance with the established fire evacuation plan posted in each room.
- To avoid causing alarm or panic among students the evacuation of the building may appear to be only an unannounced fire drill.
- All teachers will take roll immediately and notify the administrator or designee if someone is missing.
- Administrator and/or designated personnel in cooperation with law enforcement will determine the scope and size of the search for the bomb.
- The search will be conducted under the direction of law enforcement with the assistance of school personnel, as indicated by law enforcement.
- The administrator, upon receiving clearance from law enforcement officials, will direct students and staff concerning safe re-entry of the school building.

AFTER

- Complete and submit a written incident report to the NEWCorp Superintendent and Charter School Operations.
- Complete any other necessary paperwork.
- Evaluate the effectiveness of the Incident Action Plan. Revise plan as needed.
- De-brief following the incident with students, parents, and staff as needed.

B. FIGHTS

Instructor / Staff Procedures

1. Assess seriousness of situation; determine need and secure nearest available assistance, contact parents/guardians.
2. STAY ON SCENE, take control and give specific directions to stop.
3. Send responsible parties to contact school administration.
4. Document incident ASAP and get report to Principal.

School Administrative Procedures

1. Assess seriousness of the incident and determine the level of assistance needed (i.e. police).
2. Identify parties involved.
3. Determine medical assistance needed and involve 911 , if necessary.
4. If blood is involved, utilize Blood-borne Pathogens procedures and notify 911.
5. Determine disciplinary consequences.
6. Notify parents or legal guardian.
7. Determine intervention and follow-up as necessary.
8. Document incident and file report (i.e. for police, student file, etc.).
9. Use Behavioral Threat Assessment to determine what actions need to be taken.

C. THREATENING PERSON *INSIDE* BUILDING

Instructor / Staff Procedures

1. Report threatening person to main office, give description, location, and describe the activity the threatening person is involved in.
2. Keep classroom/students secure.
3. Once classroom is secure, assess threat; determine degree of immediate intervention.

School Administrative Procedures

1. Determine level of response.
2. During threatening situation, announce "Code Red, Code Red (give instructions)" over the PA system.
3. Call 911 for police; direct to specific entrance of building if possible.
4. Locate threatening person and assess situation.
5. Administrator will meet police and direct them to the location.
6. Announce "All Clear, All Clear" when situation is controlled.
7. Notify NEWCorp and CSO, as required.
8. File an incident report. Maintain a copy on file at school, NEWCorp and CSO.
9. Use Behavioral Threat Assessment to determine next steps.

D. THREATENING PERSON *OUTSIDE* BUILDING

Instructor / Staff Procedures

1. Determine degree of threat, send responsible party to main office, and give description and location of threatening person.

2. Assess measures for student safety. Take control and give directions (i.e. enter building, move to alternate location, take cover, and hit the deck).
3. Move students into building as soon as safely possible.
4. Remain in rooms until “All Clear, All Clear” has been announced.
5. Use Behavioral Threat Assessment to determine next steps.

School Administrative Procedures

1. Determine level of response.
2. During severe situation, announce “Code Red, Code Red (give instructions)”.
3. Call 911 for police.
4. Meet police and assist, give description and last location of threatening person.
5. Announce “All Clear, All Clear” when situation is controlled.
6. Notify NEWCorp and CSO, as required.
7. File incident report. Maintain a copy on file at school, NEWCorp and CSO.
8. Use Behavioral Threat Assessment to determine next steps.

E. EXPLOSION

Instructor / Staff Procedures

1. Activate fire alarm.
2. Follow fire drill procedures.
3. Close door and turn off lights when leaving room.
4. Reassemble students at predetermined area and take roll.
5. Report any missing students.
6. Await further instructions from main office.
7. Reoccupy building when given “All Clear, All Clear.”

School Administrative Procedures

1. Signal evacuation of building by sounding alarm.
2. Call 911 and give specific location if known.
3. Assist in evacuation of building.
4. Contact NEWCorp and CSO, as required.
5. Assist in location of missing students / staff.
6. If students will be dismissed, request transportation for moving students and staff to secondary shelter provision as specified by site plan
7. Signal “All Clear, All Clear” when appropriate
8. File incident report. Maintain a copy on file at school, NEWCorp and CSO.

F. SHOOTINGS

Instructor / Staff Procedures

1. When shots are heard, tell students and other staff to take cover.
2. Identify source and location.
3. Implement measures for student safety. Take control and give direction.

4. Call 911.
5. Notify school administration and request "Code Red, Code Red."
6. Be alert.
7. Check for any injuries and/or missing students.
8. Keep everyone in safe location until "All Clear, All Clear" has been announced.

School Administrative Procedures

1. Confirm that 911 for police and/or emergency personnel have been called.
2. Institute lock-down by announcing "Code Red, Code Red (give instructions)".
3. Cooperate and facilitate investigations by the proper authorities.
4. Determine what intervention and follow-up is necessary.
5. Notify the Central Office.
6. Follow site plan for responding to parents / legal guardians, news media and community.
7. Document incident and file report (i.e. for police and Central Office).

G. WEAPONS ON PREMISES

Instructor / Staff Procedures

1. Notify school administration immediately and if necessary, call 911.
2. Attempt to defuse potential violent actions.
3. If the person is uncooperative, determine the level of response which may include:
 - Isolate
 - Separate
 - Evacuate the area/room
 - Lock-down
4. Document and file incident report.

School Administrative Procedures

1. Announce "Code Red, Code Red (give instructions)".
2. Confirm 911 has been called. Give specific entrance to building if possible.
3. Proceed to the scene.
4. Assign someone to meet police to give location.
5. Announce "All Clear, All Clear" when situation is under control.
6. Notify parent/legal guardian.
7. Document and file incident report (police, NEWCorp, CSO, student file).
8. Determine disciplinary consequences.

ACCIDENTS

STUDENT OR STAFF INJURY/ILLNESS
--

BEFORE

- Determine staff members who are certified in CPR/First Aid.
- Train all staff in CPR/First Aid procedures.
- Inform students of the appropriate procedures for illness/injury.

DURING

- Call 911 if the situation appears to be an emergency.
- Administer first aid (CPR), stop bleeding, etc.
- Prevent further injury.
- Do not provide treatment or medication.
- Send two students to notify administration who will then notify NEWCorp main office and CSO if injury is serious.
- Do NOT leave class/students unattended.

AFTER

Administration and or office personnel will:

- Notify parents or legal guardian if victim is a minor.
- Work with emergency law enforcement agencies if the situation is an emergency.
- Assist in contacting immediate family members as soon as possible.
- Complete incident report and send to NEWCorp Main Office and CSO, in case of serious injury.
- De-brief with staff, students, and parents, as needed.

Complete an accident report form for specific incidents as outlined below.

A. GENERAL ACCIDENTS

Instructor / Staff Procedures

1. Evaluate the accident scene.
2. If scene is safe, proceed to victim and utilize blood-borne pathogens procedure.
3. Call 911 or send responsible student/additional staff for help to nearest teacher, principal, or principal's designee.
4. Stabilize victim in position found until emergency medical personnel arrive.
5. Notify school administration.
6. File accident report with school administration or designee.

School Administrative Procedures

1. Report to the scene to ensure 911 has responded.
2. Notify parent, legal guardian or person listed on employee card.

3. File incident report. Maintain a copy on file at school, NEWCorp and CSO.

B. DEATH

Instructor / Staff Procedures

1. Assess situation.
2. Send responsible party to notify office and call 911.
3. Secure area, remove and isolate witnesses with a responsible staff member.
4. Return to classrooms/work areas after the "All Clear, All Clear" has been announced.
5. Document incident ASAP for school administration.

Student Services

1. Document any observation regarding the death and the immediate area.
2. Identify students/staff that may need counseling.
3. Initiate crisis response team; provide follow-up support services for students and staff.

School Administrative Procedures

1. Ensure 911 has been called.
2. Secure scene and protect evidence, cooperate and facilitate investigations by the proper authorities.
3. Notify Student Services Staff to initiate crisis response team.
4. Notify NEWCorp and Charter School Operations immediately.
5. Coordinate support services with NEWCorp Student Services Staff.
6. File incident report; send copy to NEWCorp and CSO, as required.
7. **District Administrative Staff** will communicate with news media.

C. GAS LEAK (if applicable)

Instructor / Staff Procedures

1. Evacuate area.
2. Use fire drill evacuation procedures; pull fire alarm in an area that is away from the suspected gas leak.
3. Notify building administrator.
4. If gas shut-off is located in the room, turn it off.
5. Do not operate any electrical switches.

School Administrative Procedures

1. Contact Custodian.
2. Notify building staff of evacuation via the PA system; if PA system is inoperable, follow alternate door-to-door procedure.
3. Call 911 for emergency personnel.
4. Notify the Gas Company.
5. Contact NEWCorp and CSO, as required.
6. Reoccupy building only when cleared by authorities.
7. File incident report; send copy to NEWCorp and CSO.

Custodial Procedures

1. Do not operate any electrical switches.
2. Ventilate area via opening windows/doors.
3. Shut off the main gas lines.
4. Assist Gas Company in location of leak.
5. Keep building administrator advised of situation.

D. BUS INCIDENT

MYcroSchool staff members will transport students to field trips and other off-campus activities with prior approval of school administration and parents in accordance with MYcroSchool's field trip procedures. In the event of a bus incident emergency, staff members are to follow the procedures below.

BUS INCIDENT

BEFORE

- Train staff and drivers in recognizing emergency situations.
- Identify ways to communicate.
- Identify safe places on your route.

DURING

- Stay calm.
- If person(s) are on bus, do as they say.
- Try and find a safe environment for the students.
- Put flashers on if possible, or try and make emergency contact without jeopardizing personal safety or student safety.
- In the event of a hostage situation, follow the directions of the hostage-taker and remain calm.
- School administration will notify district and NEWCorp main office of the incident.

AFTER

- A written incident report must be submitted immediately to the Superintendent and CSO.
- Determine the effectiveness of the Incident Action Plan. Revise plan as needed.
- De-brief with staff, parents, and students if needed, following the incident.

EMERGENCY PROCEDURE REQUIREMENTS

Florida Statute 1006.07: District school board duties relating to student discipline and school safety.

The district school board shall provide for the proper accounting for all students for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

- 4) Emergency Drills; Emergency Procedures
 - (a) Formulate and prescribe policies and procedures for emergency drills and for actual emergencies including, but not limited to, fires, natural disasters, and bomb threats, for all the public schools of the district, which comprise grades K-12. District school board policies shall include commonly used alarm system responses for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes.
 - (b) The district school board shall establish model emergency management and emergency preparedness procedures for the following life-threatening emergencies:
 1. Weapon-use and hostage situations.
 2. Hazardous materials or toxic chemical spills.
 3. Weather emergencies, including hurricanes, tornadoes, and severe storms.
 4. Exposure as a result of a manmade emergency.
- (6) SAFETY AND SECURITY BEST PRACTICES

Use the Safety and Security Best Practices developed by the Office of Program, Policy Analysis and Government Accountability to conduct a self-assessment of the school in districts current safety and security practices. Based on these self- assessment findings, the district school superintendent shall provide recommendations to the district school board, which identifies strategies and activities that the district school board should implement in order to improve school safety and security. Annually each district school board must receive the self-assessment results at a publicly noticed district school board meeting to provide the public an opportunity to hear the district school board members discuss and take action on the report findings. Each district school superintendent shall report the self-assessment results and school board action to the commissioner within 30 days after the district school board meeting.

ACTIVE ASSAILANT EMERGENCY RESPONSE POLICY FOR DUVAL MYCROSCHOOL

PURPOSE:

This policy is intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA).

POLICY:

It is the policy of Duval MYcroSchool to provide an active assailant emergency response plan to alert employees that an active assailant appears to be actively engaged in killing or attempting to kill people at the school site. Our active assailant response plan is based on giving employees authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes, before law enforcement arrives.

DEFINITIONS:

For purposes of this policy: An **active assailant** is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people on Duval MYcroSchool's grounds. In most cases active assailants use firearm(s) and display no pattern or method for selection of their victims. In some cases, active assailants use other weapons and/or improvised explosive devices to cause additional victims and act as an impediment to police and emergency responders. These devices may detonate immediately, have delayed detonation fuses, or detonate on contact.

A **Lockdown** may be a component of any emergency but is not an automatic response to an active assailant killing students and staff on campus. Instead, it is recommended you 1. hide, 2. run, or 3. fight as a last resort.

PROCEDURES

1. The first employee to identify an active assailant situation will **ALERT** others at the site. Use the loudest, most wide-ranging form of communication available. At Duval MYcroSchool we will use the two-way radios and our voices if necessary. Do not use the fire alarm.
 - Speak in plain language, using the words **ACTIVE ASSAILANT**.
 - Location of the incident.
 - Physical description of the assailant(s).
 - Type of weapon (if known).
2. Any employee who is at a location distant and out of immediate threat from the active assailant will immediately call 911 to **INFORM** them of all details available.
3. The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:
 - a. Description of assailant(s) and possible location.
 - b. Number and types of weapons.
 - c. Assailant's direction of travel.

- d. Location and condition of any victims.

POTENTIAL RESPONSES

In response to an active assailant event there will be three potential courses of action. Employees and students should follow the courses of action in this order

1. Hide
2. Run
3. Fight

HIDE

If evacuation is not possible, find a secure place to hide where the active assailant is less likely to find you or be able to directly engage you. Follow these recommendations:

IF AN ACTIVE ASSAILANT IS NEARBY

1. Lock the door and barricade with all heavy furniture and equipment in the room.
2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
3. Turn off any source of noise: Radios/TV/Learning devices.
4. USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
5. USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc.) Use your escape route as soon as you determine it will enhance your survivability. See RUN above.
7. Make sure all blinds and window coverings are closed.
8. Listen for the School Guardian as they are directed to go toward the assailant.

IF AN ACTIVE ASSAILANT IS VERY CLOSE

Lock the door if possible but do not make noise moving items in the room to barricade the door. Follow all the other recommendations above. Get ready to RUN or FIGHT if the assailant gains access.

RUN

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:

1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active assailant may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.
10. Go to the pre-arranged site(s) agreed upon for your site. **NOTE: 1. Reunification site #1 U-Haul parking lot adjacent to the building 2. Reunification site #2 Ed White High School (will provide MOU at a later date).**

FIGHT

If it is not possible to Hide or Run and you are confronted face-to-face with an active assailant then you may choose to distract or incapacitate the assailant long enough to increase survivability for yourself and your students. Follow these recommendations:

1. Act as aggressively as possible against the assailant.
2. Yell, create confusion, and distract the assailant in any way possible.
3. Throw items at the assailant.
4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
5. Help others when possible if you see them attempting to incapacitate the assailant.
6. Ensure students are evacuating as rapidly as possible from the active engagement area.
7. Once started, commit yourself to the defensive physical actions.

LAW ENFORCEMENT RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:

1. **Comply with all police instructions.** The first responding officers will be focused on stopping the active assailant and that is all. As others arrive they will be clearing areas for follow-on emergency and medical teams.
2. Remain calm, do what you are told without arguing or second-guessing. If you have information about additional assailants or hazards inform them clearly.
3. Put down any items in your hands, raise your hands when coming in contact with officers.
4. Keep your hands visible at all times.
5. Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.
6. Avoid pointing, screaming, yelling.
7. If you find a weapon or have taken a weapon from an active assailant DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is then attempt to put in a safe location, or bring out in a small container such as an office trash can. Put it down as soon as you see law enforcement and tell them what it is.
8. When evacuating, go the direction the officers are coming from. Do not ask for directions or help.

When appropriate, be able to provide information that you know:

1. Number of assailants.
2. Identity and description.
3. Number of victims you saw and location.
4. Type of problem that caused the situation.
5. Type and number of weapons possibly in the possession of the assailant.
6. Number and location of individuals still in the building or in danger.
7. Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active assailant emergency is under control, an “ALL CLEAR” will be given. You may not be allowed back into the school.

1. Medical Assistance:

- a. Ensure first aid is applied as soon as possible, when in a safe area.
- b. Treat severe bleeding and life-threatening wounds first.
- c. Enlist all available help to prevent loss of blood, shock, and other trauma conditions.
- d. Report all injuries to medical authorities on site as soon as possible.
- e. For non-emergency employee injuries, contact the SIA Early Intervention Nurse at 1-877-742-3467 for treatment instructions. In emergency medical situations, call the number as soon as you can following treatment to ensure your Workers Compensation Benefits are engaged.

2. Accountability:

- a. If in charge of students, attempt to gain accountability as soon as possible.
- b. Communicate your status and the accountability of your students by **retrieving your emergency binder and doing a roll call.**
- c. **Students will be returned to parents in the following manner: Go to the pre-arranged site(s) agreed upon for your site. NOTE: 1. Reunification site #1 U-Haul parking lot adjacent to the building 2. Reunification site #2 Ed White High School (will provide MOU at a later date).**

3. Counseling:

- a. Following an active assailant event, counseling and support will be provided **by the mental health counselor on staff.**
- b. Employees and family members can contact the Employee Assistance Plan for additional resources.

4. **OSHA.** In the event there is a fatality or an employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within 8 hours. In the event of a hospitalization, OSHA must be notified within 24 hours. Human Resources/Office personnel will ensure that the SIA Early Intervention Nurse has all the information needed to make this report on the district’s behalf.

5. **Media.** The school has designated a representative(s) who will respond to any media requests for information. The representative(s) will carefully consider the nature of any such requests to avoid disclosing confidential and/or protected information that is protected by Federal and State privacy and medical information laws and regulations. Care will be taken to avoid relaying information that could interfere with any ongoing federal or local law enforcement or district investigation.

REFERENCES:

US Department of Homeland Security Active Assailant How-To-Respond, October 2008

US FBI Active Assailant Planning and Response in a Healthcare Setting, April 2015

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Assailant Response Procedures, 2016 www.alicetraining.com

WORKPLACE VIOLENCE - ACTIVE ASSAILANT RESPONSE, Mark A. Lies, II. www.seyfarth.com

COORDINATION:

This policy has been coordinated with the local organizations:

352-201-4000	NEWCorp Main Office Gainesville, FL	
904-390-2144	Charter School Operations 904-390-2082 Duval County Public Schools	
904-630-0500	Duval County Police Department (non-emergency)	
904-645-0124	Duval County Fire Department (non-emergency)	
904-252-6311	Biscayne MYcroSchool (sister school)	
911	Emergency	
1-800-288-1145	AT & T Repair Services	
904-247-6100	Jacksonville Emergency Management Services 904-244-4480	Poison Control Center Information

POLICY APPROVAL

Name, Title

Signature

Date

Behavioral Threat Assessment

Policy and Procedure

Duval MYcroSchool's Board of Directors establish a threat assessment team at Duval MYcroSchool whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. This policy includes procedures for referrals to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, and procedures for behavioral threat assessments in compliance with the instrument developed pursuant to s. 1001.212(12).

All staff at Duval MYcroSchool will take the Threat Assessment course through Safe Schools Training that provides an overview of threat assessment and basic definitions and understanding and the Student Mental Health course that provides an overview of student behavior and mental health issues. The school Threat Assessment Team will be trained by the management company using the *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*.

- A. Duval MYcroSchool's Threat Assessment Team consists of: [S. 1006.07(7) (a), F.S.]
- Rachel Maldonado, School Principal – Team Leader
 - TBA, School Security Officer
 - Lyvonia Green, School Graduation Coach
 - Stephen Booth, School ESE Specialist/Teacher
 - Alexandria Haynes, Social Worker
 - Kevin Johnson, Board President
- B. Upon preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, the Threat Assessment Team will immediately notify the Chief of Schools, or her designee. The Chief of Schools, or her designee, will immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection shall preclude school district personnel from acting immediately to address an imminent threat. [S. 1006.07(7) (b), F.S.]
- C. Upon a preliminary determination by the threat assessment team that a student poses a threat of violence to himself or herself or others or exhibits significantly disruptive behavior or need for assistance, authorized members of the threat assessment team may obtain criminal history record information pursuant to s. 985.04(1). A member of a threat assessment team may not disclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team. [S. 1006.07(7) (c), F.S.]
- D. Notwithstanding any other provision of law, all state and local agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or a mental illness, including the school districts, school personnel, state and local law enforcement

agencies, the Department of Juvenile Justice, the Department of Children and Families, the Department of Health, the Agency for Health Care Administration, the Agency for Persons with Disabilities, the Department of Education, the Statewide Guardian Ad Litem Office, and any service or support provider contracting with such agencies, may share with each other records or information that are confidential or exempt from disclosure under chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others. All such state and local agencies and programs shall communicate, collaborate, and coordinate efforts to serve such students.

- E. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions. Upon the student's transfer to a different school, the threat assessment team shall verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services
- A. Each threat assessment team established pursuant to this subsection shall report quantitative data on its activities to the Office of Safe Schools in accordance with guidance from the office and shall utilize the threat assessment database developed pursuant to s. 1001.212(13) upon the availability of the database.

Procedures

- 1. Screening/Triage: Reported threats will be screened by the Team Leader, ESE Specialist/Teacher, and Graduation Coach to determine if the situation can be easily resolved. All members of the Threat Assessment Team may review the screening to ensure all issues have been resolved.
 - a. The screening will be conducted the same day it is received.
- 2. The Threat Assessment Meeting will meet every other Thursday either virtually or in person to discuss new and ongoing cases, review reporting venues such as Focus, MYcroCases, or FortifyFL for trends, receive additional training, and discuss individuals whose behavior is escalating, or concerns from other staff members.
 - a. Behavior that may not meet the definition of a threat or is not indicative of violence may still require intervention and services. Concerning behavior, such as increased absenteeism, withdrawal from friends or activities, changes in habits or appearance and other mental or emotional health concerns should not be ignored.
 - b. Mental Health services provided by the district will be identified and referrals to those mental health services are included in the Threat Assessment Team Folder. [S. 1006.07(7), F.S.]
 - c. The Threat Assessment Team Folder includes the identification of members of the school community to whom threatening behavior should be reported and address the provision of guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self. [S. 1006.07(7) (b), F.S.]

3. When a threat is escalated from screening and/or general discussion to Level 2, the Threat Assessment Team, will use the CSTAG instrument <http://www.fldoe.org/safe-schools/threat-assessment.stml> to work through the 5-Step “School Threat Assessment Decision Tree” and resolve the threat. (See Appendix A).
4.
 - a. If there is an indication that violence is imminent, a crisis response will occur by calling 911 and the School will follow crisis or emergency response plans engaging local behavioral crisis resources as needed.
 - b. Transient cases will be documented with the Threat Report, Interview(s), Key Observations and Threat Response.
 - c. Very serious substantive threats will be documented with the completion of all of the CSTAG forms.
5. Interviews: All cases, even threats that are determined to be transient, will include an interview of the person who made the threat. Other interviews may also be determined to be useful to the team’s evaluation, such as with the target(s) of the threat, witnesses, parents and teachers or other staff involved.
 - a. Key questions when conducting a threat assessment (these can be modified for situations involving a non-student):
 - i. What are the student’s motives and goals? What first brought him or her to someone’s attention?
 - ii. Have there been any communications suggesting ideas or intent to attack?
 - iii. Has the student shown any inappropriate interest in school attacks/attackers, weapons, incidents of mass violence?
 - iv. Has the student engaged in attack-related behaviors?
 - v. Does the student have the capacity to carry out an act of targeted violence?
 - vi. Is the student experiencing hopelessness, desperation, or despair?
 - vii. Does the student have a trusting relationship with at least one responsible adult?
 - viii. Does the student view violence as an acceptable, desirable – or the only – way to solve a problem?
 - ix. Are the student’s conversation and “story” consistent with his or her actions?
 - x. Are other people concerned about the student’s potential for violence?
 - xi. What circumstances might affect the likelihood of an attack?
6. All reported threats will be documented, even those determined not to be a threat, with the evaluation process and resultant action.
 - a. The School will file and maintain threat assessment records in accordance with Rule 6A-1.0955, F.A.C.
 - b. Onsite school personnel will report all mental health or substance abuse crisis situations and actions taken to the threat assessment team, who will contact the other agencies involved with the students and any known service providers to share information and coordinate any necessary follow-up actions. [S. 1006.07(7) (e), F.S.]
 - c. Duval MYcroSchool recognizes the requirement that all state and local agencies and programs that provide services to our students experiencing or at risk of an emotional disturbance or mental illness must work together to serve our students. [S. 1006.07(7) (d), F.S.] Duval MYcroSchool understands that it may share with such agencies records or information that are confidential or exempt from disclosure under chapter 119 of the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.
7. Threat assessment records will be transferred when a student transfers schools. [S. 1006.07(7) (e), F.S.]

POLICY APPROVAL

Name, Title

Signature

Date

APPENDIX A –

Comprehensive School Threat Assessment Guidelines (CSTAG)

THREAT ASSESSMENT AND RESPONSE PROTOCOL®

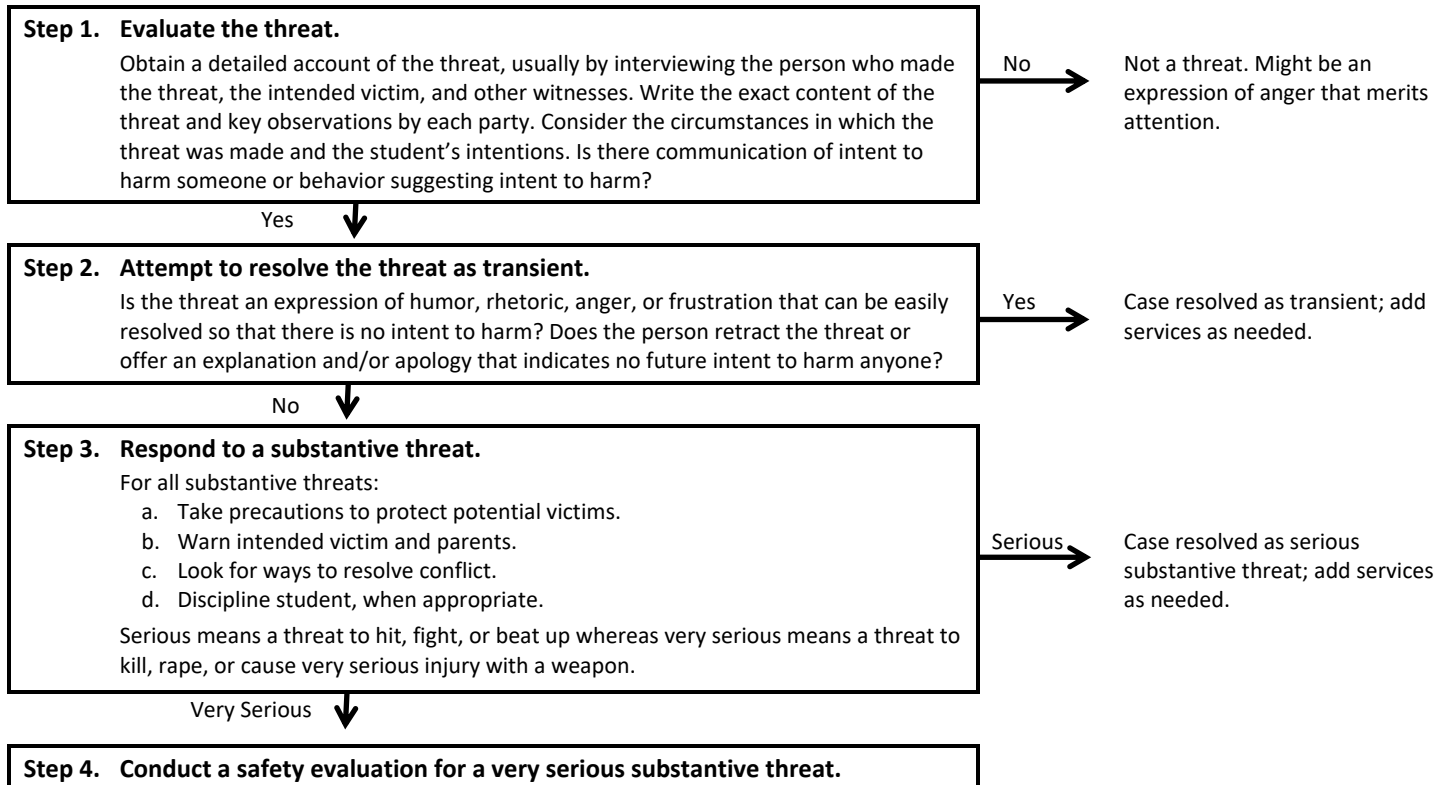
Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*



In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.



Step 5. Implement and monitor the safety plan.

Document the plan.

Maintain contact with the student.

Monitor whether plan is working and revise as needed.

THREAT REPORT	
<p>A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.</p> <p>The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.</p>	
Name of person reporting threat:	Date/time threat reported:
Affiliation of person reporting threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	Date/time threat made:
Affiliation of person making threat: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other _____	Status: <input type="checkbox"/> Current <input type="checkbox"/> Former
Identification: <input type="checkbox"/> Male <input type="checkbox"/> Female Age: Grade, if student: School program, if student:	
Emergency Contact:	Relationship:
Home Address:	Phone:
Location threat occurred: <input type="checkbox"/> School Building or Grounds <input type="checkbox"/> School Bus/Other Travel <input type="checkbox"/> School-Sponsored Activity <input type="checkbox"/> Digital communication such as text or post <input type="checkbox"/> Other _____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)		
Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
Prior threats	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Prior discipline incidents	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Academic records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Special education records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

Other records	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from other schools	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Records from outside agencies (e.g., social services or mental health)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	<input type="checkbox"/> Reviewed <input type="checkbox"/> Not applicable <input type="checkbox"/> Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		Location, Date of Interview

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

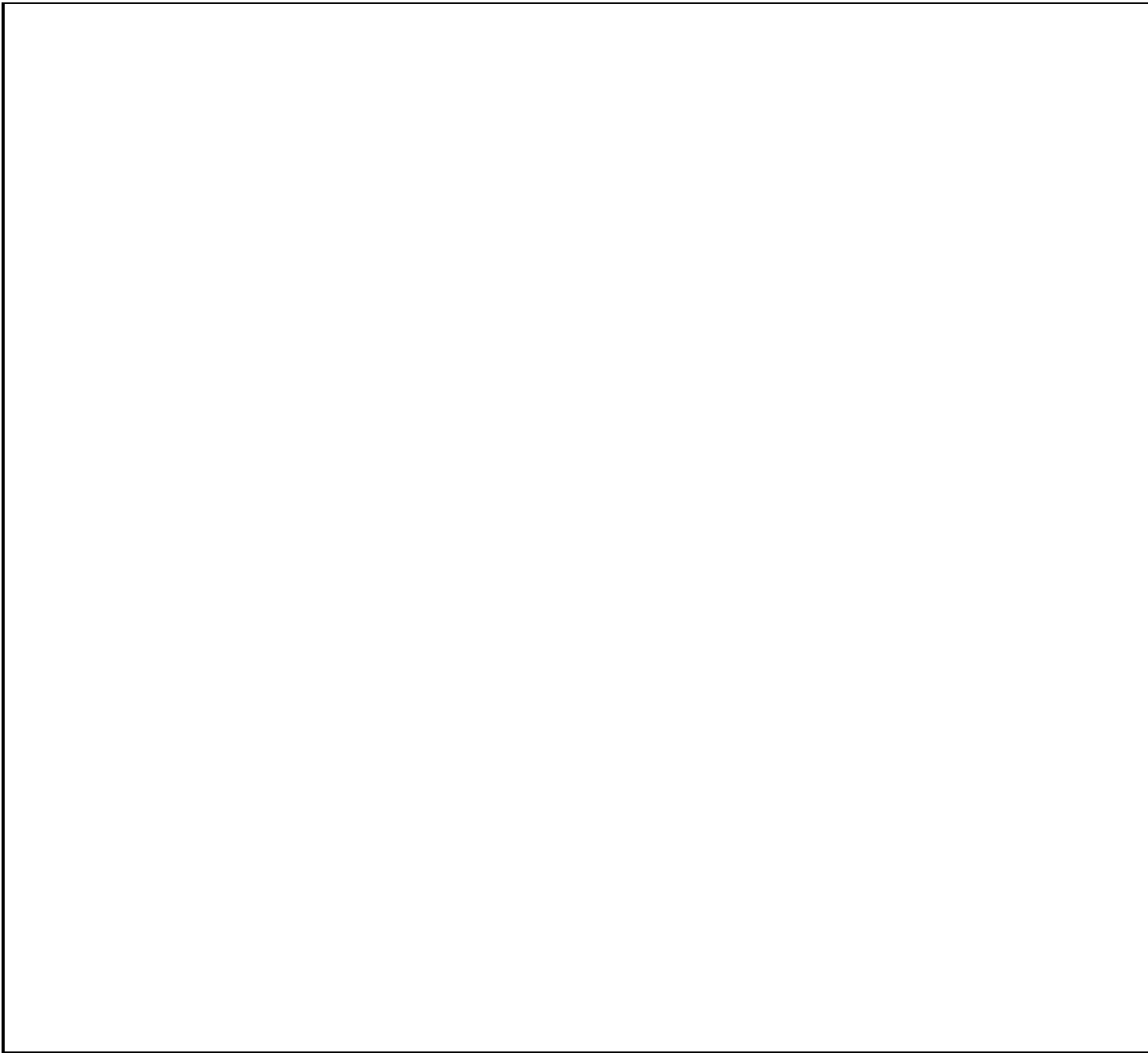
2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)



Target (person who was target of threat) OR **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., “everyone on this bus”) and list all individuals.

Target Name		ID #	
Affiliation <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		Status <input type="checkbox"/> Current <input type="checkbox"/> Former Grade (if student):	
School		Building/ Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)
2. What exactly did (subject) say? And what exactly did (subject) do?
3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)
4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:

1. Subject admits to threat (statement or behavior).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

Threat is likely to be more serious:

7. Subject continues to feel angry toward target.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. Subject expressed threat on more than one occasion.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Subject has prior conflict with target or other motive.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

14. Threat involves use of a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Threat involves gang conflict.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION				
Date of initial classification:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Date of change in classification, if any:	<input type="checkbox"/> Not a threat	<input type="checkbox"/> Transient	<input type="checkbox"/> Serious Substantive	<input type="checkbox"/> Very Serious Substantive
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term “partially” as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
2. History of criminal acts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
5. History of intense anger or resentment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
6. Has grievance or feels treated unfairly.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
7. Feels abused, harassed, or bullied.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
9. Has been seriously depressed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
10. Experienced serious stressful events or conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
11. Substance abuse history.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
14. Prescribed psychotropic medication.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
17. Lacks supportive family.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
18. Lacks positive relationships with peers.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	
19. Other factors that suggest need for intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Don't know/Not available	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.	
Case Resolution or Safety Plan	Date
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.	
Follow-up or Revision of Plan	Date
Describe current status of plan and any revisions. List persons responsible for each component of revised plan.	

MENTAL HEALTH ASSESSMENT

Virginia Student Threat Assessment Guidelines®

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

<input type="checkbox"/>	1. Increased contact/monitoring of subject	
<input type="checkbox"/>	2. Reprimand or warning	
<input type="checkbox"/>	3. Parent conference	
<input type="checkbox"/>	4. Student apology	
<input type="checkbox"/>	5. Contacted target of threat, including parent if target is a minor	
<input type="checkbox"/>	6. Counseling (note number of meetings)	
<input type="checkbox"/>	7. Conflict mediation	
<input type="checkbox"/>	8. Schedule change	
<input type="checkbox"/>	9. Transportation change	
<input type="checkbox"/>	10. Mental health assessment	
<input type="checkbox"/>	11. Mental health services in school	
<input type="checkbox"/>	12. Mental health services outside school	
<input type="checkbox"/>	13. Assess need for special education services	
<input type="checkbox"/>	14. Review of Individualized Education Program (IEP) for students already receiving services	
<input type="checkbox"/>	15. 504 plan or modification of 504 plan.	
<input type="checkbox"/>	16. Behavior Support Plan created or modified	
<input type="checkbox"/>	17. In-school time out or suspension	
<input type="checkbox"/>	18. Out-of-school suspension (number days)	
<input type="checkbox"/>	19. Referral for expulsion	
<input type="checkbox"/>	20. Other disciplinary action	
<input type="checkbox"/>	21. Change in school placement (e.g., transfer, homebound instruction)	
<input type="checkbox"/>	22. Services for other persons affected by threat	

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the

<input type="checkbox"/>	23. Law enforcement consulted	
<input type="checkbox"/>	24. Legal actions (e.g., arrest, detentions, charges)	
<input type="checkbox"/>	25. Other actions	

safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs.* Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction.* Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		Location, Date of Interview

Usually the interview can begin by asking “Do you know why I want to talk to you?” and after the subject has responded, “Let me explain the purpose of our meeting today.” Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?
2. I know you must have had reasons to say (or do) that; can you explain what led up to it?
3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?
4. What could happen that would make you want to do it? (carry out the threat)
5. What would happen if you did do it? (review both effects on intended victims and consequences for student)
6. What do you think the school should do in a situation in which a person makes a threat like this?
7. What were you feeling then? How do you feel now?
8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?
2. What has happened in the past between you and this person?
3. What do you think this person deserves?
4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?
2. Whom in your home are you close to?
3. How well do your parents/guardians know you?
4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?
5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?
6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?
2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?
3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?
4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)
2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?
3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?
4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?
5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?
6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?
2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?
3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?
4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?
2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)
3. Have you ever had to use a knife with someone? What happened?
4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?
2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?
3. If you wanted a gun, how would you get one?
4. What do you think you might do if you had a gun?
5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
2. When you get angry, what do you do? Has your temper ever gotten you into trouble?
3. Do you get into fights? When was the last time? What happened?
4. Have you ever threatened to harm anyone before?
5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?
2. Have you ever been suspended or expelled?
3. Have your parents ever been called to school because of your behavior?
4. Do you ever cut school or certain classes?
5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?
2. Have you ever gone to juvenile court? What was it about?
3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?
4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.
5. Do you smoke marijuana? Have you ever? How often? When was the last time?
6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?
2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)
2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?
2. How would your friends describe you?
3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?
4. Do you have friends who get in trouble?
5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?
6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?
2. What kinds of things do you do well?
3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about the threat?
2. Have you heard your child (or use child's name) talk about things like this before?
3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)
4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)
5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?
2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?
3. Has your child ever needed special help in school? Ever been retained?
4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

Move, divorce/separation, losses

Financial status, employment changes for parents

Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?
2. Has your child ever gone to juvenile court? What was it about?
3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?
4. Does your child drink beer, wine, or other alcohol?
5. Does your child smoke marijuana?
6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?
2. When your child gets angry, what does he/she do?
3. Has your child gotten into fights in the past? When, where, with whom?
4. Has your child's temper ever gotten him/her into trouble?
5. Has your child ever hit you or other family members?
6. Has your child destroyed his or her own things, or someone else's property?
7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?
2. Is your child exposed to violence in the neighborhood?
3. Do people argue much at home? Has there been any physical aggression at home?
4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?
2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?
3. Has your child ever been hospitalized? Had any serious illnesses?
4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?
2. What has your child's mood been like the past few weeks?
3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?
4. Has your child had problems with sleep? Appetite? Energy level? Concentration?
5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?
6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		Relationship to Student
Person(s) Conducting Interview		Location, Date of Interview

Academics

1. How is this student doing academically? Has there been any change in recent weeks?
2. What are this student's verbal skills? How well can he or she express himself/herself in words?
3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?
2. Have you heard this student talk about things like this before?
3. What have other students told you about this incident?
4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?
2. Who are the student's friends?
3. Are there students who do not get along with this student?
4. Have there been other conflicts or difficulties with peers?
5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?
3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?
2. How does this student respond to being corrected by an adult?
3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?
2. Does this student seem to hold a grudge? Seem resentful?
3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others

Confidential - For Teacher/Staff Use Only

See: www.pent.ca.gov for downloadable forms

This BIP attaches to: IEP date: _____ 504 plan date: _____ Team meeting date:

School Safety plan/Threat Assessment form: date: _____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan early stage intervention moderate serious extreme

4. Frequency or intensity or duration of behavior

reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (*Situations in which the behavior is likely to occur: people, time, place, subject, etc.*)

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish?

Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: *(Function of behavior in terms of obtaining, protesting, or avoiding something)*

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? *(How should the student escape/protest/avoid or get his/her need met in an acceptable way?)*

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? *(Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)*

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: Reduce frequency of problem behavior Increase use of replacement behavior

Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described: **Yes** **No**

Are environmental supports/changes necessary? **Yes** **No**

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?

Yes No

Are both teaching of new alternative behavior AND reinforcement needed?

Yes No

This BSP to be coordinated with other agency's service plans?

Yes No

Person responsible for contact between agencies

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between?

Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

Student: Other:

Parent/Guardian: Other:

Educator and Title:

Educator and Title:

Educator and Title:

Administrator:

Administrator:

APPENDIX B:

Threat Assessment Resources

Forms Attached:

- Student Safety Plan
- Stay Away Agreement
- Sample Parent/Legal Guardian Notification Letter
- Bullying or Harassment Checklist
- Bullying-Harassment Report Form
- Full Service School Sites

Web links to forms and Web Resources:

- [Attendance Referral to School Social Worker](#)

- [School Social Work Services Referral for Services](#)
- [Full Service Schools Program Referral for Services](#)
- [American Foundation For Suicide Prevention](#)
- [Child Guidance Center](#)
- [City of Jacksonville - Social Services Division](#)
- [Threat Assessment for School Administrators & Crisis Teams](#)
- [Florida Association of School Psychologists - Crisis Resources](#)
- [National Child Traumatic Stress Network](#)
- [Suicide Prevention Lifeline](#)
- [School Climate, Safety, and Crisis \(NASP\)](#)
- [Bullying Prevention Center](#)

Student Safety Plan

Student Name _____ **Student #** _____ **Grade** _____

School Name _____ **School #** _____

Person Completing Form & Position at School _____

NOTE: Administrator or administrative designee should develop this plan with the student, in an effort to empower the student and keep him/her safe. A safety plan needs to be individualized, as every student has unique needs and challenges.

1. Any Schedule Changes Made (attach revised schedule) School will determine who will notify the student's teachers. For instance, what if there's only one AP English course in the school and both parties take the course?

2. School Arrival (change in time, entrance, transportation, with whom, etc.)

3. Transportation – School Bus (bus stop, seating arrangement on bus, etc.)

4. Locker (Is there a gym locker as well? How will the student access their locker? ex. five minutes early?)

5. Lunch (Is the cafeteria safe? Could the student experience retaliation from other students? Can the eating schedule be changed? Who will alert cafeteria staff of the order?)

6. Route Changes (Include places to avoid/watch for, after school activities and team schedules, travel to and from school, class, etc.)
Are there other extracurricular school activities/events which present conflicts? How are they to be addressed?

7. School Departure (*time, entrance, designated friend, etc.*)

8. STAFF: Let the student select one staff member that they feel comfortable with. This staff person should be available for student for "check-ins" and support as needed.

Support Staff _____

9. Additional Staff to Share Plan With: (Administrators, Teachers, Counselors, Resource Officer, Lunch Aides, Bus Driver, Coaches, School Nurse, etc.)

10. Support Network of Peers: (to accompany student throughout the day if necessary, list more than one)

11. Strategies to Problem Solve: Have the student think through different ways s/he will react and deal with emergency situations, where they would go? Who would they call? Consider strategies to assess dangerousness, threats, etc.

* **Resource:** *The Teacher's Encyclopedia of Behavior Management/100 Problems with 500 Plans, Pages 795-804.*

Student Safety Plan/Duration & Review Date _____

Student Signature Print Name Date

Administrator/Dean Signature Print Name Date

Parent Signature Print Name Date

Date Plan Was Shared With Appropriate Staff: _____

If a parent is not in attendance of the Safety Plan Meeting, a copy should be sent home by certified mail.

Date Mailed to Parent (statement attached)

Stay Away Agreement

School Name: _____ **Conference Date:** _____

Principal/Designee: _____ **Date of Violence/Abuse Report:** _____

Alleged Perpetrator

Victim

Name: _____ **Name:** _____

Gender: _____ **Age:** _____ **Grade:** _____ **Gender:** _____ **Age:** _____ **Grade:** _____

Attends School: _____ **Attends School:** _____

Description of the Relationship between the Alleged Perpetrator and Victim Above:

Alleged perpetrator stated _____

Victim stated _____

Type of Abuse Reported/Witnessed (check all that apply):

- Emotional Verbal Sexual Physical

All Conditions of This Stay-Away Agreement:

- Parking Space Changes (Alleged perpetrator & Victim at her request)
 - _____ will park in space _____.
 - _____ parking space has also been reassigned to promote her/his safety and security.

- Class Schedule Change (Alleged perpetrator only)
 - _____ will complete _____ online
 - _____ will stay in _____
 - _____ will enroll in _____
 - _____ will be Aide for _____

- Arrival/Departure Time Change (Alleged perpetrator only)
 - _____ will arrive on-time to class each day.
 - _____ will depart _____ School campus
no later than ten minutes after _____
 - Exceptions to arrival/departure times must be previously arranged and approved by the Principal or

Designee (_____)

- No communication with the victim (verbal, written, electronic, or through another person)
- No close proximity to the victim (must be a minimum of 50 feet away)

Violation of Stay-Away Agreement

The alleged perpetrator and his or her parent/guardian will meet with the school principal (or designee) and course of action will be determined. It is very likely that all on-campus privileges would be revoked.

Stay-Away Agreement Enforcement Dates

Remainder of Current School Year (2013-2014)

Disciplinary Action Taken (this violation):

Code of Conduct Violation 3.30 (report substantiated)

ATOSS/OSS 10 days (_____)

Signature confirms that Stay-Away Agreement terms have been reviewed and understood

Alleged Perpetrator/Date

Parent/Guardian of Alleged Perpetrator/Date

School Resource Officer/Date

Guidance Counselor/Date

Principal or Designee/Date

Sample Parent/Legal Guardian Notification Letter

(School letterhead)

Date: _____

Parent of: _____

Student # _____

This is to notify you that Florida Statute 1006.147, the "Jeffrey Johnson Stand Up for All Students Act," and the DCSB Anti-Bullying Policy 10.20 prohibit bullying or harassment during education programs or activities, on school buses, or through use of data or computer software accessed through computer systems of certain educational institutions. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. "Bullying" is defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students, etc. This law and the policy require schools to follow up on reports of bullying by contacting the parent/legal guardian of students involved.

This letter is to inform you that your child has been involved in a report of a bullying or harassment incident.

_____ A report has been made that alleges your child has bullied or harassed.

_____ A report has been made that alleges that your child has been bullied or harassed.

_____ A report has been made that alleges your child as a witness, bystander and/or complainant of bullying or harassment.

_____ Please discuss this with your child and call the school if you need further assistance or information.

An investigation into the reported act of bullying has been initiated. You will be notified of the outcome and any actions taken pertaining to your child.

Thank you for your attention to this matter.

Sincerely,

Principal

Bullying or Harassment Checklist

To be completed by appropriate administrator

Date, Initial and Attach Documentation for Each Step

Investigative Steps (Complete one form for each person involved. Use back for additional comments.)	Date	Initials	
Complete or receive a DCPS Bullying or Harassment Report and determine if incident is within the DCPS jurisdiction, if not, notify the appropriate jurisdiction. Alleged Cyberbullying reports may or may not involve school owned communication devices and may take place outside of school hours and off school grounds.			
Fax completed Report Form to the Bullying Prevention Hotline @ 390-2827 to register report.			
Consider issues of ELL, race, sex and/or disability for all parties involved, as applicable.			
Notify parent/legal guardian of the student who alleges bullying, the student alleged of bullying and any witnesses that an investigation has been initiated. Send HOPE Scholarship Letters. Have person alleging bullying, if not complainant, and alleged bully complete written statements in response to the complaint. Conduct private, separate interviews, to collect information regarding the context of the alleged bullying or harassment incident(s), relationships of involved parties, perception of imbalance of power, any substantial effects on the person who alleges bullying's education or orderly operation of the school. Generate a summary of your findings.	Reporter (complainant)		
	Person alleging bullying		
	Witness(es) and others with knowledge or information		
Person alleging bullying			
Document previous remedial steps/interventions including referrals to counseling (i.e., School Counselor, RTI, Full Service Schools, schedule change)	Person alleging bullying		
	Alleged bully		
Determine if ESE/504 applies to the person alleging bullying and/or the alleged bully. If so, review implementation documentation of the student's individualized plan. Refer the student(s) to the IEP/504 team, if appropriate for review and/or update of the IEP/504 plan.	Person alleging bullying		
	Alleged bully		
All reports are entered into Focus after an investigation and within ten days, as either substantiated or unsubstantiated. Enter either UBL or UHR (SESIR code) for unsubstantiated reports for the person who made the allegations. For substantiated reports enter the referral for the perpetrator and BUL or HAR (SESIR code), and disciplinary action. If another violation is found, input the appropriate violation code, disciplinary action, and bullying-related.			
Substantiated bullying or harassment violations: Use the <i>Code of Student Conduct</i> to determine the disciplinary action. Enter the appropriate violation, disciplinary action and SESIR code (BUL or HAR) into Focus within ten days.			
For non-students: take appropriate remedial action (i.e., referral to HR, school police, JSO) and enter appropriate code into Focus.			

Notify parent/legal guardian in writing during and after the investigation of the actions and remedial steps taken to stop the behavior and send HOPE information. Follow-up with counseling referrals for the students involved in	Person alleging bullying		
	Alleged bully		
Attach all documentation to this checklist and maintain files of each incident at the school.			
If referring student to an alternative education center, submit this Investigation Checklist and documentation, with the referral packet to Hearing Office.			
Fax completed Investigation Checklist with incident number to the Bullying Hotline fax @ 390-2827 .			
Student's Initials _____ Date Investigation Completed _____ Incident number _____ Incident Code _____			
Brief Summary of Finding:			
<hr/> Print Investigator's Name Title Signature School/Dept.			

Bullying-Harassment Report Form

This report **MUST** be completed to file a complaint relating to an incident of alleged bullying or harassment and turned into the school principal/designee of the victim's school or the appropriate district/cluster office.

Please print clearly and use back if needed

Date: Time:

Reporter's Name:	Phone, ext.						
Relationship to person Allegedly Bullied:	School Adm. Name & Phone :						
Person Allegedly Bullied & Student Number	School Name/RC	Gr.	Age	Sex	Race	ELL	Disability
Alleged Bully's Name & Student Number	School Name/RC	Gr.	Age	Sex	Race	ELL	Disability
Where did the incident(s) occur? Be specific (i.e., classroom, hallway, cafeteria, playground, bus).							
When did the incident(s) occur? List Dates.							

Describe the actions, behaviors and/or words of the incident(s) in detail. Use back if necessary: *These accounts are recorded as provided by the reporter and should not be interpreted as factual unless supported by the investigation.*

Were there any witnesses? Yes No (Circle one) Provide name(s) and contact information. No name provided

List and attach any evidence that documents or supports this allegation. (i.e., letters, texts, photos, etc.) None provided

Was incident(s) reported to the school administration? Yes No (Circle one) **When?** Date(s) **What** actions were taken

Who have you spoken to at the school, regarding the incident(s)?

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Printed Name (Reporter or person taking report)

Signature

Date

For Office Use Only

Investigator's Printed Name

Signature

School/Dept .

Date

Previous school interventions in reference to this behavior(s)e.g., CHAMPs, Second Step, school counselor, RtIB, discipline

Findings of Investigation: Incident #: _____ Which Code: BUL HAR UBL UHR

Other Violation? No Yes Incident #: _____ Which Code? _____ Bullying Related? Disciplinary action

taken:_____ Recommendations e.g., counseling, safety

plan:_____



FULL SERVICE SCHOOL SITES

Arlington Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER KENYATTA WRIGHT
WRIGHTK2@DUVALSCHOOLS.ORG

Arlington Elementary*, Arlington Heights Elem**, Arlington Middle School**, Don Brewer Elementary, Fort Caroline Elementary, Fort Caroline Middle School**, GRASP Academy, Lake Lucina Elementary, Merrill Road Elementary, Terry Parker High School, Parkwood Heights Elem, Woodland Acres Elem, Waterleaf Elementary, Lone Star Elementary, San Mateo*, New Berlin*, Louis Sheffield*

Beaches Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER VICTORIA KELLEY
KELLEYV@DUVALSCHOOLS.ORG

Atlantic Beach Elementary, Finegan Elementary, Fletcher Middle School, Fletcher High School, Jacksonville Beach Elementary, Marine Science Center, Mayport Elementary, Mayport Middle School, Neptune Beach Elementary, San Pablo Elementary, Seabreeze Elementary, J.Allen Axson*, Hospital Homebound*, Home School*, DVIA*, Chett's Creek*, Sabal Palm*

Englewood Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER DERAMOND MURPHY
MURPHYD3@DUVALSCHOOLS.ORG

Englewood Elementary, Englewood High School, Greenfield Elementary, Hogan Spring Glen Elementary, Holiday Hill Elementary, Love Grove Elementary**, Spring Park Elementary, Southside Middle, Douglas Anderson*, Kings Trail*, Samuel W. Wolfson*, Beauclerc*, San Jose**, Pine Forest SOTA*, Landon*, Hendricks Avenue*, Alfred I. DuPont*, Alden Road*

Springfield Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER MARILYN BAHARI
BAHARIM@DUVALSCHOOLS.ORG

Andrew Jackson High School, Andrew Robinson Elementary, Brentwood Elementary**, John Love Elementary, Kirby Smith Middle, Longbranch Elementary**, Matthew Gilbert Middle**, North Shore Elementary, R. L. Brown Elementary, Garden City**, Highlands Elem**, Highlands Middle**, Biscayne*, Oceanway E*, Pine Estates*, Oceanway M*, First Coast*, Mattie V. Rutherford*, John E. Ford*, Darnell-Cookman*, LaVilla*, Mt. Herman Excpt Ctr*

Ribault Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER TINA BAKER
FLEMINGT1@DUVALSCHOOLS.ORG

Carter G. Woodson Elementary**, Martin Luther King Elementary**, Northwestern Middle**, A. Phillip Randolph**, Raines High School**, Ribault Middle School**, Ribault High School**, Rufus Payne Elementary**, Rutledge Pearson Elementary**, S. A. Hull Elementary**, Sallye B. Mathis**, St. Clair Evans Academy**, Lake Forest**, Kite, Henry F., George W. Carver**, Stanton College Prep*, Dinsmore Elementary*(Family Foundations)

JWJ Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER JACQUANA HUGHES
HUGHESJ3@DUVALSCHOOLS.ORG

Annie R. Morgan Elem**, Biltmore Elementary**, Bridge to Success Academy at West Jax, Grand Park, Palm Ave. Exceptional Ctr, Paxon, Pickett Elementary, Pinedale Elementary, Ramona Elementary**, Reynolds Lane Elementary, S. P. Livingston Elem, Susie E. Tolbert**, R. V. Daniels Elementary, YWLA/YMLA Eugene Butler, James W. Johnson*, Hyde Grove*, Gregory Drive**, Stonewall Jackson**, Sadie Tillis*, Jefferson, Thomas*, Oak Hill*, Frank H. Peterson*, Hyde Park**, West Riverside*, Central Riverside*

Westside Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER DENISE JACKSON
JACKSOND6@DUVALSCHOOLS.ORG

Bayview Elementary, Jax Heights Elementary, JEB Stuart Middle, Westside High School, Jacksonville Heights, Lake Shore**(CHS), Cedar Hills**(CHS), Jefferson Davis**(CHS), Timucuan**(CHS), Baldwin*, Crystal Springs*, John Stockton*, Ortega*, Westview*, Normandy Village**(CHS), Chaffee Trail*, Ed White*(CHS), Joseph Stillwell*, Robert E Lee*, Whitehouse Elementary*, Chimney Lakes*, Fishweir*, Mamie Agnes*, Venetia Elementary*, Enterprise**(CHS)

Sandalwood Family Resource Center

SUBMIT FSS REFERRALS VIA EMAIL TO
DCPS FSS SOCIAL WORKER KATRINA HOLT
HOLTK@DUVALSCHOOLS.ORG

Abess Park Elementary, Alimacani Elementary, Kernan Trails Elementary, Kernan Middle School, Landmark Middle School, Sandalwood High School, Southside Estates Elem, Windy Hill Elementary**, Brookview Elementary, Twin Lakes Elementary*, Twin Lakes Middle*, Atlantic Coast*, Bartram Springs*, Greenland Pines*, Mandarin H*, Mandarin M*, Loretto*, Mandarin Oaks*, Crown Point*

*EXPANSION Model Implementation (Part-Time Therapist Assigned to the School)
**New PLUS Model Implementation (Full-Time Therapist Assigned to the School)

KATRINA TAYLOR, DIRECTOR, SCHOOL BEHAVIORAL HEALTH
EUNICEK@DUVALSCHOOLS.ORG

INFECTIOUS DISEASE AND CONTAGION PROCEDURAL POLICY FOR DUVAL MYCROSCHOOL

The Principal is responsible for:

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools' safe reopening and will help them stay open.
- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of [cohorting](#)).
- **Communicate, educate, and reinforce** appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Integrate SARS-CoV-2 mitigation strategies into co-curricular and extracurricular activities (e.g., limiting or cancelling participation in activities where social distancing is not feasible).
- Maintain healthy environments (e.g., cleaning and disinfecting frequently touched surfaces).
- Make decisions that take into account the level of community transmission.
- Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible;
- Develop a proactive plan for when a student or staff member tests positive for COVID-19.
- Develop a plan with state and local health department to conduct case tracing in the event of a positive case.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Develop ongoing channels of communication with state and local health departments to stay updated on COVID-19 transmission and response in your local area.

The guidance described in this document is based on the best available evidence at this time. This guidance is meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

As a result of these recommendations, the following policy and protocols will be implemented at Duval MYcroSchool:

At All Times

- Post the signs and symptoms of COVID-19: fever, cough, shortness of breath.
- Encourage people to stay home when sick.
- Clean surfaces that are frequently touched – things such as shared desks, countertops, kitchen areas, electronics, and doorknobs.
- Limit events and meetings that require close contact.
- Stay up to date on developments in your community.
- Create an emergency plan for possible outbreak.
- Assess if community members are at higher risk and plan accordingly.

During an Outbreak in your Area

- Send home or separate anyone who becomes sick.
- If you identify a case, inform people who might have been exposed.
- Continue to safely clean and disinfect the person's area.
- Connect with your local health departments.
- Cancel large meetings or events.
- Put your infectious disease outbreak plan into action.

<https://floridahealthcovid19.gov/schools/>

Refer to the CONSIDERATIONS FOR K-12 SCHOOLS: READINESS PLANNING TOOL

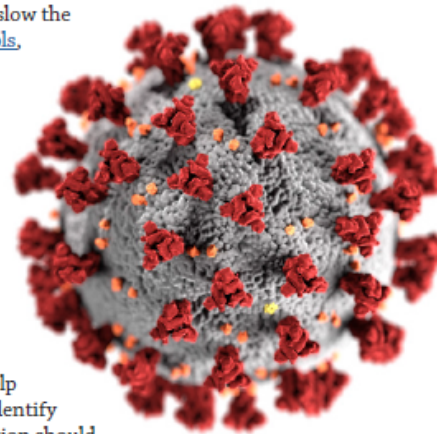
Considerations for K-12 Schools: Readiness and Planning Tool

CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.



Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
Point Person(s): Rachel Maldonado/Human Resources	Point Person(s): Cherokee White-Milner	Point Person(s): Principal
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel. <input checked="" type="checkbox"/> Consult local health officials about the school's approach to planning for COVID-19. <input checked="" type="checkbox"/> Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person. <input checked="" type="checkbox"/> Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness. <input checked="" type="checkbox"/> Offer flexible sick leave policies and practices. <input checked="" type="checkbox"/> Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts). <input checked="" type="checkbox"/> Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff. <input checked="" type="checkbox"/> Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff. <input checked="" type="checkbox"/> Develop a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Obtain supplies including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> soap <input checked="" type="checkbox"/> hand sanitizer (at least 60% alcohol) <input checked="" type="checkbox"/> paper towels <input checked="" type="checkbox"/> tissues <input checked="" type="checkbox"/> cleaning and disinfection supplies <input checked="" type="checkbox"/> cloth face coverings (as feasible) <input checked="" type="checkbox"/> no-touch/foot pedal trash cans <input checked="" type="checkbox"/> no-touch soap/hand sanitizer dispensers <input checked="" type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____ <input checked="" type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following: <ul style="list-style-type: none"> <input type="checkbox"/> buses or other transport vehicles <input checked="" type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input checked="" type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____ <input type="checkbox"/> Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. <input checked="" type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences. <input checked="" type="checkbox"/> Teach the importance of handwashing with soap and water for at least 20 seconds. <input checked="" type="checkbox"/> Teach the importance of social distancing and staying with small groups, if applicable. <input checked="" type="checkbox"/> Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should not be placed on: <ul style="list-style-type: none"> <input type="checkbox"/> Children younger than 2 years old <input checked="" type="checkbox"/> Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help <input checked="" type="checkbox"/> Provide information on proper use, removal, and washing of cloth face coverings. <input checked="" type="checkbox"/> Train staff on all safety protocols. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct training virtually or maintain social distancing during training. <input checked="" type="checkbox"/> Other: Required to wear face masks in all areas in school.

Considerations for Schools: **General Readiness Assessment**
(continued from previous page)

Policies and Procedures	Facilities and Supplies
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure all water systems and features are safe to use after a prolonged facility shutdown.
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a plan for if someone gets sick or shows symptoms of COVID-19. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.
<ul style="list-style-type: none"> <input type="checkbox"/> Other: <input type="text"/> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Space seating at least 6 feet apart and turn desks to face in the same direction.
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Encourage organizations that share the school facilities to follow these considerations.
	<ul style="list-style-type: none"> <input type="checkbox"/> Other: <input type="text"/>

INFECTIOUS DISEASE PROTOCOLS WHILE SCHOOL IS OPEN

Ingress and Egress for all Stakeholders

- Face masks must be on before entering the building. If the stakeholder does not have a face mask or refuses to wear the required face mask, entry to the building will not be allowed.
- All stakeholders enter no more than 2 at a time via the locked door.
- All stakeholders will be asked their business with the school using the AiPhone system before being allowed to enter.
- Temperatures taken at the front door during ingress for all stakeholders. Any temperature above 100.3 degrees will NOT be allowed to enter.
- Duty posts for all staff will be aligned and updated as needed.
- All property turned over to staff will be handled with latex gloves.
- All stakeholders adhere to social distancing floor signs during ingress and egress.
- During egress for students, all students will be called according to students who have to property withheld by the school and per classroom. After that all students will be dismissed one at a time according to property marked and withheld. Walkie talkies will be used to facilitate proper egress with students.
- Ingress and egress will take place through one point of entry/exit.
- All other stakeholders will egress one at a time and through only one entry/exit.
- If regress occurs, all procedures will be followed for ingress and egress.
- Any student more than 30 minutes late for the start of school shift will not be allowed in the building.
- No stakeholder will be allowed to check out a student, nor a student check out him/herself, 45 minutes prior to the end of school shift.

Bathroom Break and Transition Procedures

1. All classes will transition using walkies one class at a time.
2. Students will be escorted to the restroom at the end of 1st and 3rd periods one class at a time by their teachers.
 - a. Lee
 - b. Richoux
 - c. Cutter
 - d. Pike
3. There can be no more than 2 students in the restroom at a time.
4. Signage for how to appropriately sanitize and wash hands will be hung in the restrooms.
5. All students will use the hand sanitizer at the classroom door when entering the classroom.
6. All students will wipe down desks, chairs, and computers before going to the next class.
7. All assignments are strongly encouraged to be turned in digitally.

PLAN FOR LEVELS OF ACTIVE INFECTION

- Students who exhibit flu-like symptoms, report flu-like symptoms, or come in close contact with anyone who is infected will be advised to stay home for the required calendar days before returning to school.
- Students who test positive for COVID-19 may be advised to quarantine and may return to school after the required amount of calendar days.
- Staff who exhibit flu-like symptoms, or report flu-like symptoms, or come in close contact with anyone who is infected may be advised to stay home according to human resources policies and procedures.
- The Department of Health will advise school action for rate of infection.
- All school stakeholders will be advised of changes in procedures for Levels of Active Infection using robocalls, emails, social media, website, Band app, and school mail.
- If student or staff becomes sick on site, they will be immediately removed from the classroom and put into an isolated space. Family members will be contacted for pickup where necessary.
- If infection rates continue to rise, cases on campus will be reported to the Department of Health for contact tracing.
- Due to requirements of FERPA and HIPAA, personal information cannot be shared with the school community. However, the school can share with families of students on an individual bases who are directly impacted or had close direct personal contact with the student/staff member who tested positive.
- The Director of Human Resources is in constant contact with the local Health Department to give the school guidelines on notification of families and contact tracing should an active infection break out.

LEVEL OF SCHOOLING PER RATE OF ACTIVE INFECTION

*Low Level Rate of Infection
Hybrid or fully virtual options*

*Medium Level Rate of Infection
Fully Virtual option*

*High Level Rate of Infection
Fully Virtual option*

Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging

Point Person(s):

- Continue to post or update [signs](#) in highly visible locations to [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs. Signage locations include:
 - entrances
 - dining areas
 - restrooms
 - classrooms
 - administrative offices
 - cafeteria
 - auditorium
 - janitorial staff areas
 - other
- Continue to provide or update messages (e.g., [videos](#)) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:
 - websites
 - email
 - [social media accounts](#)
 - other
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems or during morning announcements.
- Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.
- Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote healthy eating, exercising, getting sleep, and finding time to unwind.
- Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.
- Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.
- Other:

Gatherings, Visitors, and Events

Point Person(s):

- Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.
- Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country).
- Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.
- Continue to follow [considerations](#) for students and staff participating in sporting activities.
- Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.
- Other:

Action Planning—Notes and Next Steps

Point Person(s):

Use this space to note any required resources and next steps, or potential barriers and opportunities:

Considerations for Schools: Preparing for if Someone Gets Sick

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick	When Someone Gets Sick	After Someone Gets Sick
Point Person(s): <input type="text" value="Principal"/>	Point Person(s): <input type="text" value="Principal"/>	Point Person(s): <input type="text" value="Principal"/>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. <input checked="" type="checkbox"/> Develop systems to: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Have individuals self-report to administrators if they have symptoms of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days. <input checked="" type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19. <input checked="" type="checkbox"/> Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies. <input checked="" type="checkbox"/> Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms. <input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary. <input checked="" type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19. <input type="checkbox"/> Other: <input type="text"/> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19. <input checked="" type="checkbox"/> If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are. <input checked="" type="checkbox"/> If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19. <input checked="" type="checkbox"/> Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable). <input checked="" type="checkbox"/> Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation. <input type="checkbox"/> Other: <input type="text"/> <p>Notes and Next Steps:</p> <p>Department of Health will assess and advise whether or not the school needs to move to complete home learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). <input checked="" type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure. <input checked="" type="checkbox"/> Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop. <input checked="" type="checkbox"/> Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children. <input checked="" type="checkbox"/> Other: <input type="text" value="Move to complete home learning if advised by DOH."/>

